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ABSTRACT

This packet contains (1) informational booklets for parents in the Alum Rock Union Elementary School District, (2) a booklet on the pros and cons of a voucher system, (3) promotional material, (4) a progress report on the project, (5) the project proposal to OEO, and (6) a sample school and program preferences form. The program, according to the information provided, involves six schools, each of which has two or more of the programs described in the informational booklets. In addition to the basic vouchers, compensatory vouchers equal to one-third of the basic voucher amount are added to the account of each child who is eligible for the free lunch program. Additionally, parents who are dissatisfied with any of the schools or programs can join together to start their own "community school." (JF)

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ALUM ROCK UNION
ELEMENTARY SCHOOL DISTRICT
SAN JOSE, CALIFORNIA



THE VOUCHER SYSTEM - SOME CONS AND PROS

**THE
VOUCHER
SYSTEM**

EA 001 916



Center for Planning and Evaluation

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These statements are an attempt to summarize both sides of the issue as it has been presented at the beginning of the Voucher System feasibility study in the Alum Rock Union Elementary School District. They are by no means all-inclusive but are designed to be informative and to aid in focusing on a most complex proposal for change.

February, 1971

THE VOUCHER SYSTEM - SOME CONS AND PROS

Cons

1. The neighborhood school concept would dissappear.
2. Freedom of choice of school would promote segregation of pupils, not only on a ethnic, religious, or political basis, but also on a socio-economic basis. Schools would not necessarily be picked because they offered quality education.
3. Regardless of the desires of O.E.O. and the Alum Rock School District, the final decision to try the voucher system would rest with the state legislature.
4. The student whose voucher has been refused at the first, second, and third choice schools would have no place to go.
5. Students have great mobility, no school would be able to ascertain its enrollment at any given time.

Pros

1. Those parents who wanted their children to go to the "neighborhood school" because it was close to home, could still send them there. But they would also have a choice of sending them to any other school taking part in the system because they felt that school met their needs better.
2. The reasons that a family might use for picking a given school will be as varied as there are families. Part of the plan requires that information and counseling be available to all parents about all voucher schools. Schools would have to follow the rules established for the system in their policy of admitting students. These rules could be designed to minimize segregation.
3. New legislation would be needed to allow for the trial of a voucher system in Alum Rock. The legislature, however, should reflect the desires of the people involved.
4. The State code requires that children go to school. The Education Voucher Authority (EVA), would have to comply with this law by making certain each student found a place in a school.
5. This is a management problem in all large organizations. The use of computerized student information data for all schools is planned. The actual procedures would be established by the EVA.

6. The voucher system would compound staffing problems, budgets, contracts and credentials, and booking for transfers.
7. Parents would not be aware of the specific amount budgeted for purposes of bussing.
8. Parents would not be aware of the amount of money budgeted for parental counseling.
9. Schools would have a tendency to "teach to the test" so that they would "look good." This is not quality education.
10. Vouchers would break down the separation between church and state. Statistics show that 12% of the nationwide student population attend non-public schools. 95% of the 12% are in religious schools, mostly Catholic. Therefore, strong church schools in a given community would have first crack at voucher money.
6. Just as in the need for a computerized student information system (SIS), there will be need for a management information system (MIS) to provide current awareness of all activities. Staffing problems would continue to be handled by the individual schools involved in compliance with the regulations of the voucher system and the enacting legislation.
7. Information on all aspects of the system will be available to the public. If the suggested levels of funding are realized, up to \$300,000 might be allocated for bussing.
8. All expenditures would be public information. Since parental counseling is an integral part of the voucher system under study, the present budget might allow up to \$1.7 million per year for this activity. Information and involvement on the part of parents would be crucial to the system.
9. Evaluation of the accomplishments of the schools taking part in the system would be done by an outside agency under the direction of the EVA. This would prevent "teaching to the test." Results would then be compared both within the system and with national and state standards. Such results would be publicly disseminated as part of the information program.
10. All schools taking part in the system would have to follow the rules as established by the controlling EVA. Religious schools would have to maintain open books which showed that no voucher funds were being spent on religious instruction. It is likely that the value of a voucher for a student would be reduced by the percentage of time the school devoted to religious instruction.

For example, if 1/5 of the day was assigned for such instruction, the school would receive only 80% of the amount that a student would bring to a "non-religious" school.

11. The voucher system would intensify racial separation. Integration would be impossible to accomplish.
12. The mis-fit or "late bloomer" that no one wants would have no place to go.
13. High I Q students, athletes, and those artistically talented would group together.
14. The demonstration would not be effective unless all schools in the Alum Rock District took part.
11. Schools with a high percentage of educationally handicapped students would be able to offer enriched programs because the vouchers they would be cashing would be worth more in the regulated compensatory system which is being studied. This could actually encourage integration. Also, a parent who chose to send his children to an integrated school outside of his area could afford to do so. These options are not possible under most systems presently in use.
12. Quite the contrary. It is the present system which produces the "mis-fit" because he has no choice. Parents could shop for a school that best meets the needs of each of the children and afford to send them there.
13. The purpose of education is to meet the needs of the individual. Such groupings may result in better education for those students.
14. This is true, however, experiments must always attempt to account for variables. The broader the amount of data collected, the more that can be inferred from it. Schools would have to agree to the rules of the demonstration or they could not be part of it. Although their participation would be voluntary, hopefully most would be in the system.

15. The Education Voucher Authority would determine the policies for students rather than the appointed Superintendent or the elected school board.
16. Picking the members of the EVA will be difficult. Some will want them to be appointed, others will want them to be elected.
17. The leading educational organizations (NTA, CTA, PTA) are opposed to the voucher system.
18. Wilson Riles, newly elected Superintendent of California Schools "condemns the voucher proposal as destructive."
19. Prestigious education writers such as Fred Hechinger in the June 7, 1970 New York Times says the only way to solve public education is to reform the public schools, not abandon them to a voucher system.
20. If the number of students in a given public school drops sharply, there will be an excess of teachers whose contracts will have to be honored.
15. The EVA would only direct and monitor the system to insure that the schools were operating in accordance with the agreed upon regulations. These regulations should be minimal so as to permit as many different kinds of schools as possible to operate in whatever way they felt would most benefit their students. Too many regulations would make all the schools "the same" and there would be no trial.
16. Picking the EVA will be difficult. The present EVC will have to develop the method that seems to best reflect the wishes of the community.
17. People and organizations generally resist change. If the system as it is conceived is determined to have merit as an alternative to our present systems, only a test will answer the questions being raised.
18. In the same article cited, (San Jose Mercury, January 21, 1971) Dr. Riles is quoted as saying he didn't oppose the plan as a "limited controlled" experiment.
19. There are many different voucher systems. The regulated one being studied does not abandon the public schools but requires them to complete in a way that will stimulate them out of their complacency and rigidity. They will become more accountable for the educational growth of children. Major reform is not possible without major change. The last few years of unrest have resulted in the need to seek alternatives to what we have available today.
20. The plan under consideration has a contingency fund which would allow for such a condition. The excess teachers would be used to reduce class size and thus make that school perhaps more attractive. They might also seek new positions

in other public or private voucher schools without losing seniority or tenure during the years of the demonstration.

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| 21. The voucher system will strain public financing of education beyond the point already reached. | 21. During the years of the demonstration, no tax increases would be sought. O.E.O. would be subsidizing the system until the end of the trial which could extend for 5 to 7 years. |
| 22. Without control over textbooks, schools would have no uniform offerings. The courses would not be relevant. | 22. Meeting the needs of its students is the paramount concern of each school taking part in the system. If their books and courses are not relevant, the students will go elsewhere. |
| 23. Many new private schools will spring up. Who will regulate them? | 23. The demonstration encourages the development of new schools. They would be regulated in the same way as existing schools and would have to follow the rules prescribed by the EVA. |
| 24. The voucher system would mean the death of public school education as we have known it for the past 200 years. | 24. More schools would be "public" than ever before. The change would be extensive and is one possible way that improvement may come to a system which many feel no longer meets our needs. |
| 25. This system would give parents carte blanche decision making authority in determining the education of their children. | 25. This is true, but parents would have to be far better informed than most are today to know whether or not they were "getting their moneys' worth." This is seen as one of the most valuable aspects of the voucher systems. |
| 26. Parents are not of equal ability intellectually or socially. | 26. Parent involvement through the counseling program would attempt to equalize this need. There is virtually no provision for such service to parents under our present systems. |
| 27. There would be too many new ideas, too many people involved. | 27. This is the essence of education. |

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| 28. The system would cause further unrest among teachers. | 28. Teachers would have to compete in a new way. They would be part of a team which had to be accountable to its students and parents or the school would lose them to other schools. |
| 29. Some method would be needed to determine the length of the school year. Who would be responsible? | 29. Hopefully, the parents, students, and faculty would, with the approval of the EVA, determine how they would operate. If the parents and students were not content, they would look for another school. |
| 30. Even increased funding cannot guarantee that parents will become more involved. | 30. This is true, but many will. They have never had a choice to express before. One must assume that parents are interested in their children and do want the best for them. |

ED 073546

EDUCATIONAL CHOICES FOR YOUR CHILD



PROGRAM ALTERNATIVES
ALUM ROCK VOUCHER SCHOOLS
1972

Program Summary

<u>Name</u>	<u>Program Name</u>	<u>Description</u>
Sylvia Cassell El.	Traditional	Basic skills development, emphasizing reading, writing and arithmetic.
1300 Tallahassee	Daily Living	Basic skills taught by doing.
K - 6	Cultural Arts	Emphasizes study of different cultures. (Overall Kindergarten - to place in other programs.)
Mildred Goss	Open Activity Centered	Basic skills taught by doing.
2475 Van Winkle	Developmental Reading	Based on reading - all other subjects relate to reading.
K - 7	Seventh Grade	New 7th grade - based on community involvement.
McCollam	Traditional	Basic skills development, emphasizing reading, writing, and arithmetic.
3311 Lucian	Individualized Learning	Learning is tailored to each student. Maximum parent involvement.
K - 6	Enrichment	A program for gifted children, grouped by ability, not age. Open to children who are creative and curious.
	Continuous Progress Non-graded	Emphasizes basic skills; students not grouped by grades; each learns at his own pace.
Meyer	Basic Skills	Basic skills development, emphasizing reading, writing, and arithmetic.
1824 Daytona	Sullivan Individu- alized Lang. Arts	Learning tailored to each student. BRL methods used.
K - 6	Fine Arts - Crea- tive Expression	Concentrates on learning through the fine arts.
	School 2000	Prepares students for the future.

<u>Name</u>	<u>Program Name</u>	<u>Description</u>
Miller	Multi-cultural	Emphasizes study of different cultures. Spanish offered.
1250 So. King	Academic Skill Development	Basic skills development, emphasizing reading, writing and arithmetic.
K - 6	Individualized Learning	Learning tailored to each student.
Pala	Three "R"s Plus	Basic skills development, emphasizing reading, writing and arithmetic.
149 North White	Creative Arts	Concentrates on learning through the creative arts.
6 - 8	Fine Arts	Concentrates on learning through the fine arts.
	Math - Science	Concentrates on learning based on a mathematics-science core.
	Girls' Physical Education	Two periods a day of Physical Education for girls who want special sports emphasis.

Program Summary

PROGRAM OFFERINGS BY TYPE

TRADITIONAL/ACADEMIC (7)

Cassell (Traditional)
Goss (Developmental Reading)
McCollam (Traditional)
Meyer (Basic Skills)
Miller (Academic Skill Development)
Pala (Three "R"'s Plus)
Pala (Math - Science)

INNOVATIVE/OPEN CLASSROOM (3)

Meyer (School 2000)
McCollam (Continuous Progress - Non-graded)
Pala (Gives Physical Education Emphasis)

GIFTED (1)

McCollam (Enrichment)

FINE AND CREATIVE ARTS (3)

Meyer (Fine Arts and Creative Expression)
Pala (Fine Arts)
Pala (Creative Arts)

LEARNING BY DOING (3)

Cassell (Daily Living)
Goss (Open Activity Centered)
Goss (Seventh Grade)

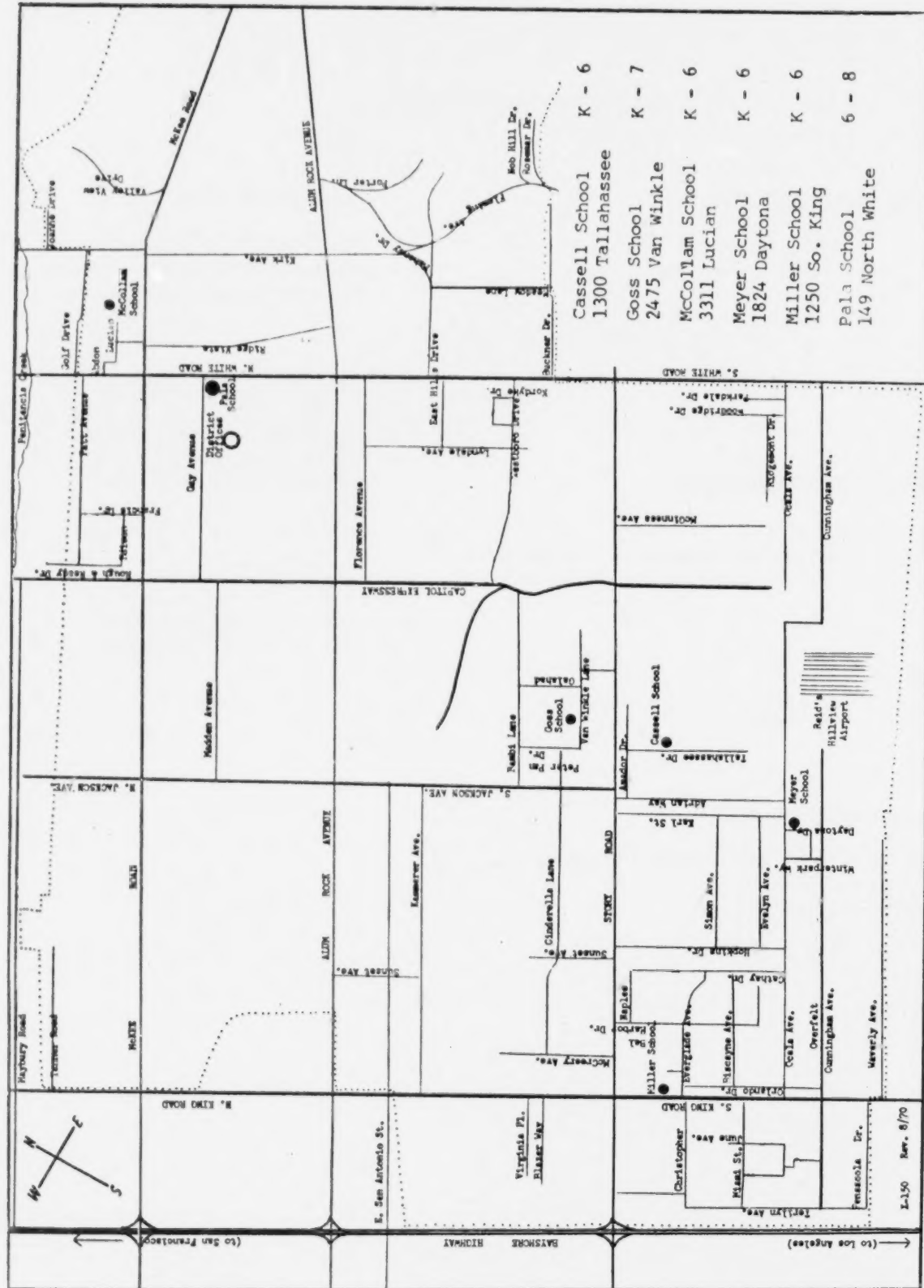
INDIVIDUALIZED LEARNING (3)

McCollam (Individualized)
Meyer (Sullivan - BRL)
Miller (Individualized)

MULTI-CULTURAL (2)

Cassell (Cultural Arts)
Miller (Multi-cultural)

VOUCHER SCHOOLS - ESCUELAS DE "VOUCHER"



Sylvia Cassell Elementary School (K-6)
1300 Tallahassee Drive
San Jose, California

Jerry Witt, Principal

The Cassell Elementary School will offer three different education programs for 1st through 6th grade this fall as a part of our participation in the internal voucher project. They are (1) Traditional School - Enriched Approaches to Basic Education, (2) The Daily Living School, and (3) The Cultural Arts School. An over-all kindergarten, encompassing the three programs, is offered to expose the children to as many different experiences as possible, and to guide them in the choice of the program that suits them best. In-coming kindergarten students are tested to help in class placement. Students, with their families, choose the program in which they want to enroll.

This report gives you a brief description of the programs. We will hold public meetings in the future to provide you with more information and answer questions. In addition, more detailed information on each program is being prepared, and trained counselors and community workers will be available to talk to you. For more information, call 258-4923.

CULTURAL ARTS PROGRAM (Cassell)

Description - This program is based on the belief that education's most important job is to help each child develop the skills, knowledge and confidence to become a self-reliant person. Through the study of cultures we hope to show the children that all people contribute something of value. America is the melting pot of different cultures and we would like the children to understand how different cultures contribute to the American way of life. The program emphasizes that each child needs to:

- °Learn reading, mathematics and language skills to communicate with others.
- °Know himself
- °Feel succesful
- °Be able to get along with others
- °Understand that all cultures have something of value to offer and that we can be proud of our cultural heritage

A variety of teaching methods is offered:

- °"Words and Math in Color"
- °Total reading program
- °Team teaching
- °Learning centers
- °Individualized instruction
- °Contract teaching
- °Field trips

Various cultures are studied through arts and crafts, music, drama, puppetry, dance, cooking, assemblies, parents and resource people.

Governance - Policy decisions are made by the teachers with the advice of parents and student representatives.

Evaluation - The Fountain Valley Testing Program for reading is used. Parent conferences are also used. Children are evaluated on the basis of the improvement they make.

Communication with Parents - Written notices, phone calls, parent conferences, home visits, classroom visits. We appreciate as much parent support and participation as is possible.

Other Information - We hope that parents will help in the classroom as resource persons or aides, and will identify people in the community who are willing to help in the Cultural Arts Program.

THE DAILY LIVING SCHOOL (Cassell)

Description - This program's objective is to prepare children to live effectively in our society. The basic skills of reading, mathematics, writing, science, and social studies are taught with a daily living emphasis. Because we believe that children Learn By Doing, we build our learning situation on real life activities. Activities are designed to develop children's understanding of themselves, their family, and their environment. Full parent participation is encouraged.

Reading is stressed, with a total continuous program offered. Overlapping age groups (6 to 8, 8 to 10, and 10 to 12) are formed to group by ability. Individualized learning centers provide English as a second language and a Resource Daily Living Library includes cookbooks, instructional materials, and current popular magazines.

Mathematics is also stressed through a continuous program in the basic math skills. Mathematics enrichment is offered through practical application: cooking, sewing, wood carving, budgeting, school store and grocery shopping.

Social Science study is geared to the child's needs and what parents think is important.

Planned activities include field trips, natural science study, and cultural experiences such as dancing, music, art and plays.

Governance - Policy decisions will be made by all the staff of this school with input from the principal, outside resource people and parents. This will be done through group meetings.

Evaluation - The Fountain Valley Diagnostic Program is used to continually diagnose reading progress.

Communication with Parents - Parents are encouraged to participate in the program to the fullest extent possible.

Other Information -

THE TRADITIONAL SCHOOL - ENRICHED APPROACHES TO BASIC EDUCATION
(Cassell)

Description - This program's emphasis is on basic learning skills, reading, writing and arithmetic, enriched by a variety of learning techniques and other subjects. It is based on the belief that every child has the right to as much education as he can absorb with the professional guidance of experienced teachers.

Each child is taught at his own pace:

- The tools of learning
- Social development
- Self-discipline and self-respect
- The satisfaction of learning
- To take pride in progress and growth

Each child's best level is determined by testing in reading and mathematics. The "Total Reading Program" and state texts are used with the most advanced teaching methods. Field trips, extensive use of audio-visual materials, tutoring, supplementary learning centers and contract teaching are used for enrichment.

Governance - Our program plans to select a Parent Advisory Committee from interested parents. This will be set up by the teaching staff. The Parent Committee will offer its suggestions and ideas on policy matters and decisions affecting the operations of our program. The Parent Committee's opinions will be welcomed and considered by the teaching staff and school principal in making decisions for the program.

Evaluation - Each child is tested in reading and mathematics to determine his level of development. The Fountain Valley Diagnostic Testing Program is used to show each student's progress.

Communication with Parents - We work closely with parents during the year through a Parent Advisory Committee, parent conferences, social activities to bring school and home close together, and training sessions to help parents help their children.

Other Information - We plan to offer a strong enriched program for all children, and welcome parent cooperation and help.

Mildred Goss Elementary School
2475 Van Winkle Lane
San Jose, California

Jim O'Berg, Principal

The Goss Elementary School will offer three different education programs this fall as a part of our participation in the internal voucher project. They are (1) Open Activity Centered School (Learning by Doing), (2) Seventh Grade School, and (3) the Developmental Reading and Communication School. Students, with their families, choose the program in which they want to enroll.

This report gives you a brief description of the programs. We will hold public meetings in the future to provide you with more information and answer questions. In addition, more detailed information on each program is being prepared, and trained counselors and community workers will be available to talk to you. For more information, call 258-4923.

OPEN ACTIVITY CENTERED SCHOOL (Goss)

Description - This program is based on the belief that students learn best by doing. Our motto is: I hear and I forget;
I see and I remember;
I do and I understand.

Students develop competence in reading, writing, mathematics, science, athletics and the arts by activities. We offer learning centers, open classrooms, multi-age groupings and individually guided education. A team of two (2) teachers and one aide work with sixty students.

Governance - There is an advisory board of four parents, four teachers, and student representatives which considers any necessary changes. The board plans curriculum, finds resources for activities and organizes activities. Parents also participate in open meetings and parent-teacher-student conferences.

Parents participate in an advisory capacity, with final decisions made by the teachers and principal.

Evaluation - Initial objectives for students are based on skill profiles, tests, and other means. Progress is then measured by teacher prepared tests and/or standardized tests. Parents are informed about student progress in conferences, telephone conferences, and/or written evaluations as thought necessary by parents, students, and teachers.

Program evaluation is accomplished by student-parent communications, open meetings and the Advisory Board.

Continuous enrollment of students constitutes another form of evaluation.

Communication with Parents - All means are used, and telephone discussions are encouraged and used frequently. Supplemental conferences are held. Open meetings are also held.

Parents are expected to participate as much as their personal situation permits.

Other Information - Because of the emphasis on activities, members of the community are often involved in arranging or conducting activities. Parents are to arrange a contract with the program for experiences in which the family participates off campus. Parental permission for field trips is given on a total year basis.

SEVENTH GRADE SCHOOL (Goss)

Description - Goss has been a Kindergarten through sixth (6) grade school. This program expands Goss' offerings to include seventh grade. The main emphasis of the program is upon the total student, as a self-directed, functioning individual. The awareness of individual worth, pride, and respect are critical to this program. This is achieved by involving the community with the student, and the student with the community. Effective use of transportation facilitates this objective.

Outside resources are used, such as parents; aides; businesses; vocational plants; laboratories; recreational plants; communications' media; health centers; clinics; hospitals; law enforcement agencies; and local, state and federal agencies.

A partial list of program goals and objectives includes:

- Develop independent thinking and self-reliance
- Acquire an effective use of reading, writing, speaking and listening skills
- Produce respect for the natural environment and the cultural arts
- Create a sense of responsibility to society through democratic ideals
- Practice and understand ideas of health and safety

Students accept responsibility in a number of significant ways:

- The student must function on an individual, self-directed basis
- The student is accountable for his actions and must justify his self-directed decisions
- The student has direct involvement in curriculum planning
- The student helps establish individual and group performance objectives

The ratio of adults to students is approximately 1-18.

Governance - Policy decisions are made by teachers with the advice of students, parents, and aides. Open meetings, conferences, and individual contact are made to receive this advice.

Evaluation - Students, by testing, observation, interviewing. Both individual and group evaluation is conducted. Teachers, by self-evaluation, students, parents and administrators; the program, by pre and post testing of goals and objectives.

Parents are informed of student progress by conference and written evaluation.

Communication with Parents - Written notices, meetings, conference, home visits, telephone, and any other necessary means are used.

Other Information - The bounds of education should be unlimited and include the community as a laboratory for learning.

THE DEVELOPMENTAL READING AND COMMUNICATION SCHOOL
(Goss)

Description - This program emphasizes developmental reading and communication, which will be the focal point for all other subject areas. Provision will be made for bilingual, ESL*, multi-cultural and other educational components as needed. A step by step reading program used for the past 4 years at Goss, is used. Classes are non-graded in reading and mathematics. A variety of techniques are used, including basal readers, social reading materials, S.R.A.** and speed reading. Teaching styles include contract teaching, one-to-one, team teaching, and staggered reading.

Governance - All operating policies will be decided by teachers and the building principal. A parent-teacher advisory board is composed of each classroom teacher and one parent for each class.

Evaluation - Students, by personal growth as measured by commercial and teacher-prepared tests; Teachers, by the building principal, in accordance with district policies; The program, by building principals and teachers in accordance with district policy.

Communication with Parents - Regular student progress reports are given parents, who are expected to acknowledge receipt. A minimum of two face to face conferences are held each year. Written notices, meetings, conferences, home visits, and telephone calls are used. Parents are also encouraged to visit the classroom at least twice a year.

Other Information - To make our program more meaningful and effective for parents, we will provide workshops in reading, math and other subjects to help you to help your children.

* English as a Second Language

**Science Research Associates reading kits

McCollam School
3311 Lucian Avenue
San Jose, California

Don Ayers, Principal

The McCollam Elementary School will offer four different education programs this fall as a part of our participation in the internal voucher project. They are (1) Traditional, (2) Individualized Learning, (3) Enrichment, and (4) Continuous Progress-Non-graded. Students, with their families, choose the program in which they want to enroll.

This report gives you a brief description of the programs. We will hold public meetings in the future to provide you with more information and answer questions. In addition, more detailed information on each program is being prepared, and trained counselors and community workers will be available to talk to you. For more information, call 258-4923.

TRADITIONAL (McCollam)

Description - Emphasizes basic subjects, following the recommended state curriculum: reading, arithmetic, English grammar, spelling, writing and social science. The program uses the Sullivan and Science Research Association (SRA) reading materials for each grade level as a supplement; learning center; contract teaching; team teaching; and S.E.E.D. (Discovery Math); Behavioral objectives will be developed after the beginning of school.

Governance - Policy decisions are made by professionals with the approval of the principal. Department heads serve on a rotating basis. There is close cooperation with other schools. Parents are involved in the selection of text books, extra-curricular activities and Friday afternoon interest centers.

Evaluation - Students by standardized tests, teacher prepared tests, subjective evaluation, observation and other professional techniques. Teachers by Stull Bill requirements, informally by parent conferences, students and other teachers.

Communication with Parents - Written notices, meetings, home visits, phone calls, folders and conferences. The program expects parents to encourage completion of homework assignments, cooperate in meeting goals and objectives, and have students at school on time.

Other Comments - The traditional program concentrates on academic subjects, through a structured program. Parents are encouraged to volunteer, and will be utilized.

ENRICHMENT PROGRAM
(McCollam)

Description - This program is for gifted students, who are grouped according to ability rather than age. Class sizes are small, and students are encouraged to choose their own areas of study.

The purpose of the program is to increase individual student creativity, and a blend of teaching styles will be used. The philosophy is to guide students to appreciate, understand and contribute their unique abilities.

The program goals are described to encourage students to:

- express intellectual curiosity, develop special talents of memory and creativity
- master the basic academic skills
- interact with each other, to acquire the ability to express and receive ideas
- express and create in cultural arts

The program objectives are to:

- excel in academic achievement, through perfecting the skills of reading, writing and the use of numbers, and to create original and worthwhile projects
- become adept at intellectual skills such as definition and analysis of problems, and developing alternative solutions.

Governance - Policy decisions are made by the teachers with the approval of the principal. Parents are invited to make suggestions through spoken and written comments to the school, or through the Parent Advisory Board.

Evaluation - Three forms of evaluation take place:

- students: by tests, teacher observation and parent-child reaction
- teachers: by procedures currently being developed by the Alum Rock School District, as required by the Stull Bill of 1971.
- the program: by child-parent reaction, the Parent Advisory Board and other outside evaluations.

Parents are informed about their child's progress by conferences and written reports. Students and parents participate in program evaluation only, and not the evaluation of teachers.

Communication with Parents - Parents are kept informed by written notices, meetings and conferences. Parents are expected to instill a positive attitude toward school, and support the goals and objectives of the Enrichment Program.

Other Information - To insure a child's success in the Enrichment Program, parents should be sure that their child has some of these characteristics:

- Learns easily and rapidly
- Long attention span; unusual power of concentration
- Advanced ability and interest in reading
- Large vocabulary; verbal proficiency
- Inquisitive mind; intellectual curiosity
- Unusually good memory
- Comprehension in abstract areas
- High energy, alertness, eagerness
- Creative and unusual ideas
- Outstanding talent in special areas

CONTINUOUS PROGRESS - NON-GRADED

(McCollam)

Description - The curriculum is designed around the basic skills a student should master between kindergarten and 5th grade, with the absence of grade levels and grades. A variety of techniques will be used, including team teaching, small groups, interest centers, departmentalization and field trips. Parent volunteers will be used.

Governance - Policy decisions are made by a governing board consisting of the professional staff and two parent representatives and the involvement of the principal at prescheduled meetings. Parents assist in the selection of supplemental materials, policy for child management, and curriculum materials.

Evaluation - Continuous evaluation is conducted, using culturally unbiased, standardized tests, teacher-made tests, teacher evaluation, and parent-teacher meetings. Teachers are evaluated in terms of Alum Rock guidelines for the Stull Bill.

Communication with Parents - There are periodic newsletters containing student, teacher and parent articles, public meetings, written notices sent home, conferences, home visits and telephone calls.

Other Information - The program incorporates multi-cultural experiences through social science, music, art, creative language, crafts and folk dancing.

INDIVIDUALIZED LEARNING PROGRAM (McCollam)

Description - This school encourages your child to progress independently, make meaningful decisions, and realize happiness through successful involvement in school. Emphasis is on the child's individual needs, interests, and choices. These ideas are reflected in the teaching techniques and styles of the staff. Our educational philosophy is tailored to the subject matter and interest areas of each child to assure success at his social and academic level. Learning objectives for the year will be developed individually for each child, and will be flexible throughout the year. There will be one teacher for every thirty students.

Governance - We encourage as much parent participation as possible. We feel the children will benefit from parent involvement, ideas, and talents. For our program to be successful, we need to know the parent's desires, needs, and feelings regarding their children. We will meet with all interested parents before school opens. We will provide inservice training to help parents feel comfortable with the staff and children. All policy decisions will be made by a majority of the faculty and principal.

Evaluation and Communication - We continually evaluate your child's growth and can tell you what progress he is making at any time. Each parent should evaluate his child's behavior to determine if he is happy, likes his teachers and school, and is learning. We are also concerned about parents' reactions to the program and will stress open communications at all times. Conferences are held whenever the staff or parent feels a need. Each child will evaluate himself with his teacher's help, and this evaluation will be sent home. Teachers are evaluated under the Stull Bill, and parent evaluation of all areas is welcome.

Donald J. Meyer Elementary School
1824 Daytona Drive
San Jose, California

Thomas J. Fay, Principal

The Meyer Elementary School will offer four different education programs this fall as a part of our participation in the internal voucher project. They are (1) Basic Skills Program, (2) Sullivan Individualized Language Arts Program, (3) Fine Arts and Creative Expression, and (4) School 2000. Students, with their families, choose the program in which they want to enroll.

This report gives you a brief description of the four programs. We will hold public meetings in the future to provide you with more information and answer questions. In addition, more detailed information on each program is being prepared, and trained counselors and community workers will be available to talk to you. For more information, call 258-4923.

BASIC SKILLS PROGRAM - (Meyer)

Description - This program emphasizes each basic skill area equally. Individual teachers decide which teaching methods and style to use. The student-teacher ratio is 30 to 1, with 1 paid aide and 2 volunteers for every 15 students.

Governance - Parents make policy decisions in meetings with teachers, school administration and the voucher program coordinator. Each classroom has a parent representative who is in touch with the teacher. Questions or problems are first raised with the parent classroom representative.

Evaluation - Students, by pretesting, progress testing, and final testing; observation; questionnaires; parent-teacher-child conference; and students personal evaluation; teachers, by parents through class room visits and observation; by administration, through classroom visits and observation; the program, by parent, teacher and administration interaction.

Communication with Parents - Written notices, meetings, conferences, home visits, telephone and classroom visits. Parents are expected to support the program by dialogue with the teacher and others involved.

Other Information - The basic skills to be covered include the following: (1) Social, (2) motor, (3) auditory, (4) visual perception, (5) speaking, (6) reading, (7) mathematics, (8) social studies (including multicultural studies and family life), (9) science, (10) physical education, (11) fine arts, and (12) language arts.

SULLIVAN INDIVIDUALIZED LANGUAGE ARTS SYSTEM
(Meyer)

Description - This program provides a full range of opportunities for the child to progress academically, socially, and emotionally within his abilities. The goals are improved reading and mathematics ability, enhanced self-interest, and greater parent/community involvement.

Programmed instruction is the main method. It is sponsored by Behavioral Research Laboratories (BRL), and provides solid foundations in reading and mathematics. The teacher may use the materials as he/she desires.

Governance - This is a highly structured program, so there is little opportunity for parents to be involved in policy decisions, but a great deal of opportunity to be involved in operating the program. Possible areas of involvement are tutorial services, material preparation, and encouragement and help at home.

Evaluation - Students, by informal evaluations during tutoring by observation; in-book tests, in the programmed materials; post-tests at the end of every unit; teachers, by self-evaluation, by principal, and by BRL consultant's evaluation. Program, by subjective teacher evaluation; by sponsors; by student progress and enthusiasm; by program directors; and by parent opinion.

Communicating with Parents - Written notices, phone calls, parent teacher conferences, and home visits. We expect parent support for the program including help at home or at the school, if possible.

Other Comments - There are no grades or report cards in this program. Each child proceeds, with direction, at his own pace. BRL materials are designed to meet each student at his instructional level, and provide him with success as he progresses.

FINE ARTS AND CREATIVE EXPRESSION - (Meyer)

Description - This program emphasizes creative expression and basic skill development through arts and crafts. Involvement in field trips, dramatic productions and the creation and sale of arts and crafts are included. Art related material is used for basic skill development. The student-teacher ratio is 30 to 1 with one or two aides per class.

Governance - Policy decisions are made jointly by teachers, parents and administrators, through meetings and individual contacts.

Evaluation - Students, by testing and observation of basic skills, attitude, and social development; teachers, by administrators, parents, and program success; program, by teacher-parent-administrator interaction. Students and parents participate in the evaluation of staff and program.

Communication with Parents - Written notices, meetings, conferences, home visits, telephone and word of mouth. Parent volunteers are hoped for.

Other Comments - A Fine Arts and Creative Expression Program encourages the development of self-understanding, basic learning skills, awareness of likes and differences, creative expression and aesthetic values.

SCHOOL 2000 - (Meyer)

Description - This program is future oriented, designed to provide students with self-awareness and thought processes necessary to adapt and function now and in the future. It stresses problem solving activities, learning by discovery, inquiry, and doing. It uses large and small group discussions, learning centers, multi-media instruction, and cross level grouping.

Governance - Decisions involving the internal structure are made by representation teachers, and the principal based on communications from parents and students. All other decisions will be made by representation teachers, parents, students and the principal.

Evaluation - Students, by participation and attitude; completion of assignments; progress check list for goals and objectives; progress check list for academic levels; weekly evaluation; and, observation. Teachers, by peers, students and general program success. Program, by structural functioning of program; degree of student success; degree of parent involvement; community feed back; requests for new enrollments.

Communication with Parents - Conferences, parent observation, telephone, letters, visits and demonstrations. Parents are expected to serve as volunteers, help their children function effectively in School 2000, and attend conferences and meetings.

Other Information -

"When millions share this passion about the future we shall have a society far better equipped to meet the impact of change. To create such curiosity and awareness is a cardinal task of education. Education must shift into the future tense."

Alvin Tofler,
Future Shock

Grandin H. Miller Elementary School
1250 So. King Road
San Jose, California

Frank Wilkens, Principal

The Miller Elementary School will offer three different education programs this fall as a part of our participation in the internal voucher project. They are (1) Multi-cultural Program, (2) Academic Skill Development Program, and (3) Individualized Learning Program. Students, with their families, choose the program in which they want to enroll.

This report gives you a brief description of the programs. We will hold public meetings in the future to provide you with more information and answer questions. In addition, more detailed information on each program is being prepared, and trained counselors and community workers will be available to talk to you. For more information, call 258-4923.

INDIVIDUALIZED LEARNING PROGRAM (Miller)

Description - This program is designed to capitalize on the unique ways that children learn. Experiences will be created to accent this individuality. The motivation to learn is created through the enjoyment and success of tasks.

In this child-centered environment, individualized instruction will predominate. Learning centers, interesting activities, community assistance and varied materials will support the individualized program.

Regular academic subject areas will be taught in a positive and exciting learning environment. The student will be provided successful experiences in learning that will assist in the development of a healthy self image.

Decision Making and Communication - Parent suggestions, reactions and support are encouraged through open communication continuing throughout the year. Program policy decisions will be made by the professional staff.

Evaluation - No decision at this time.

Other Information -

MULTI-CULTURAL PROGRAM (Miller)

Description - This program stresses appreciation of the diversity of cultures while sharing the commonality of human needs. Emphasis is on human relations and self-pride, with respect for others. Mexican culture, as well as all other cultures represented by the students enrolled, is emphasized. Basic academic skills are stressed, and are offered in self-contained classrooms: reading, mathematics, English, spelling written expression, science, and health.

Cultural studies are taught by specialized teachers with the aid of community members, college students and special guests: Spanish, English as a second language, music, art, and social studies.

Programs and displays of each cultural unit are used, including folk dancing, food tasting, use of musical instruments, folk art, games of other cultures, field trips, customs, and history.

Basic skills are enriched by multi-cultural materials, and the proper use of English is stressed.

Decision Making and Communication - Parent suggestions, reactions and support are encouraged through open communication continuing throughout the year. Program policy decisions will be made by the professional staff.

Evaluation - No decisions have been made at this time.

Other Information - The multi-cultural program builds on success oriented group teaching.

ACADEMIC SKILL DEVELOPMENT PROGRAM (Miller)

Description - This program is founded on the belief that basic skills can best be achieved through consistency, routine and structure. Children learn best with guidance from a teacher and in a success oriented environment. A child succeeds in this program because it is basically geared to his needs and abilities.

The emphasis in this program is on basic skills. Each academic area (reading, mathematics, language arts, social studies, science and health) is taught as well as Enrichment programs such as music, art and physical education.

The Kindergarten program is self contained with emphasis on Reading Readiness. In grades 1-6 reading is completely ungraded. Children's needs are assessed at the beginning of the program, and they are placed according to these needs regardless of grade level. The reading program is staggered at all levels so the children children can benefit from personalized instruction at smaller class size. Various approaches to reading are used according to the child's need, such as "Distar," language experience, literature and basic texts. With future evaluation, flexibility prevails and the child advances with his ability.

Subject areas are departmentalized as in junior high school. Teachers have chosen subject areas in which they are skillful and interested, thereby contributing their enthusiasm and talents to their students. In this program, children experience opportunities for success with various teachers and their methods.

Enrichment activities are taught in the same manner as basic skills.

The children will move to designated rooms which are organized according to subject areas; for example, the math teacher sets up the room as a math room which includes all math materials.

Decision Making and Communication - Parent suggestions, reactions and support are encouraged through open communication continuing throughout the year. Program policy decisions will be made by the professional staff.

Evaluation - No decision at this time.

Other Comments -

Pala Middle School
149 N. White Road
San Jose, California

Armen Hanzad, Principal

The Pala Middle School will offer five different education programs this fall as a part of our participation in the internal voucher project. They are (1) Three "R's" Plus School, (2) Creative Arts, (3) Fine Arts, (4) Math Science, and (5) Girls' Physical Education Emphasis. Each of these programs is served by a Central Resource Center, to provide the student with additional resources and to assist the new programs in motivating students. Students, with their families, choose the program in which they want to enroll.

This report gives you a brief description of the programs. We will hold public meetings in the future to provide you with more information and answer questions. In addition, more detailed information is being prepared, and trained counselors and community workers will be available to talk to you. For more information, call 258-4923.

"THREE R'S" PLUS SCHOOL (Pala)

Description - This program emphasizes the individual student's mastery of skills traditionally considered important for success in this society: reading, writing, arithmetic, science, social studies, music, art and physical education. Reading skills are stressed most heavily, and teachers use diagnostic tests to determine which students require remedial assistance. Children are also evaluated when they enter to determine their language arts ability and units of the program are planned weekly in staff meetings. Teachers choose the techniques they use for teaching social studies.

Governance - Decisions are made with full staff approval, and enacted with administrative support and parental concurrence. Parent input is made at meetings set up for that purpose, and written reports are sent to parents.

Evaluation - Students evaluate themselves, and are evaluated by teachers, parents and groups. Teachers' performance is evaluated by other teachers, administrators, and, possibly, by students. Program evaluation is achieved by beginning and ending diagnostic tests. The rate of return to the program by students is also a form of program evaluation.

Conferences, folders, tests and telephone calls are used to inform parents about student performance.

Communication with Parents - The conferences and reports on student progress are supplemented by group meetings.

We expect parents to provide a high level of interest, cooperation, guidance and support.

Other Information - Our strength lies in the size of our classes and our proximity to each child at least 5 hours daily. Our staff has a wide and varied background.

CREATIVE ARTS PROGRAM - (Pala)

Description - Our curriculum is geared to the capacities and interests of the student. The educational experience offered is carefully related to their needs and interests. This program is based on three components, that we believe make a complete program of education:

- . Traditional knowledge
- . Knowledge of practice
- . Practice

Knowledge of practice encompasses man's way of doing which brings about, through action, what is of value.

Knowledge of practice requires an organized body of knowledge, a system of concepts and unifying themes which apply to the world of industry and the world of family living.

Practice develops the skills necessary for creation of what is valuable.

Governance - Policy decisions are made by teachers, and the program manager (principal), with advice from parents. Parents have the final decision as to whether or not to enroll their children in the program.

Evaluation - Students are evaluated in terms of the material taught. Teachers are evaluated in terms of goals and objectives worked out with the program manager. Program evaluation is conducted by teachers and the program manager, in connection with "feedback" from the community.

No decision has been reached about informing parents about student performance or involving parents or students in program - staff evaluation.

Communication with Parents - As the need arises, various methods are used: written notices, meetings, conferences, home visits, and telephone.

Other Information - In this program, students receive necessary academic preparation for high school: reading, language arts, and mathematics.

FINE ARTS PROGRAM (Pala)

Description - This program is based on music and art as special subject areas, with reading, mathematics, language arts and social studies taught using music and art as the point of departure. Each of these areas correlates, to provide continuous educational development.

The influence of historical, social, political, economic and religious effects on music and art through the centuries is also presented.

This program provides students with special interests in music and art to concentrate in these areas without giving up fundamentals. This permits each child to have an opportunity to develop unique talents at his own level of interest and ability.

Governance - Policy and operating decisions are made by experienced teachers. Because this program stresses two subject areas, decisions require a knowledge and understanding of music and art and how they are to be related to other subjects.

Evaluation - Written grades and reports are prepared to assess student progress, and either letter grades or a check list is used. Parent conferences are held at the parents' request.

Communication with Parents - Student progress reports in the form of report cards are sent home regularly. Telephone calls and group meetings are also used.

Parents are expected to support the program and its philosophy, to encourage the highest level of work possible.

Parents are encouraged to visit and observe the program in operation.

Other Comments -

MATH-SCIENCE PROGRAM (Pala)

Description - This program stresses mathematics and science as the core of the program. Reading, language arts and social studies are taught with a math-science orientation.

Class size for math is 30 students per teacher, and 25 per teacher in laboratory sciences.

Governance - Policy decisions are made by teachers and administrators, with advice from parents.

Evaluation - Students are evaluated by teacher observation and quizzes. Teacher evaluation is performed by the program manager. Program evaluation is conducted by student questionnaires and the program manager.

Parents are informed about student performance by written evaluation, conferences, phone calls, and report cards.

Communication with Parents - Parents receive written notices, telephone calls, and home visits, and are expected to attend occasional meetings. Parents are also expected to honor conference requests, and provide feedback on the work of students.

Other Information - Although this is a math-science program, communication skills are emphasized.

GIRLS' PHYSICAL EDUCATION EMPHASIS PROGRAM (Pala)

Description - This program is offered two periods a day to all girls interested in lifetime sports. Because each girl differs from every other in her capacities, needs and interests for physical education, it is important that girls with a keen interest in physical education be given the opportunity to further develop skills and leadership ability.

The goals are to:

- o Provide an effective program which emphasizes physical development in team and individual sports.
- o Promote interest and skill in a "lifetime" sport for leisure time.
- o Provide a wider variety of activities to help students make an intelligent choice of recreational activities in later years.
- o Promote interest, understanding and enjoyment of sports as a spectator.

Two hours of physical education per day are offered. One hour is devoted to team sports, and one hour focuses on the development of "lifetime" individual sports skills.

In addition to daily activities, each student is involved in tutoring and leadership activities with general physical education classes.

Girls from any other program can choose to be part of this PE Emphasis. These girls would spend the morning class time in their regular program and be part of the PE Emphasis in the afternoon. Girls' Physical Education Emphasis Program students should be scheduled in the afternoon for activity periods.

Team sports offered are:

- | | |
|-----------------|--------------|
| o Volleyball | o Soccer |
| o Speedball | o Basketball |
| o Volley-tennis | o Softball |
| o Flag football | |

Individual "lifetime" sports offered are:

- | | |
|-------------|-----------------|
| o Archery | o Bowling |
| o Badminton | o Paddle tennis |
| o Tennis | o Swimming |

Governance - No decision at this time.

Evaluation - Evaluation is based on individual analysis of efficiency in movement skills, throwing, kicking, stretching, body movement, large muscle movement, fine muscle movement and physical fitness.

Communications with Parents - No decision at this time.

Other Comments -

ED 073546

ESCOGIDA DE EDUCACIÓN PARA SU NIÑO



ESCUELAS DE VOUCHER

EN ALUM ROCK 1972

Sumario de Programas

<u>Nombre</u>	<u>Programa</u>	<u>Descripción</u>
Sylvia Cassell El. 1300 Tallahassee K - 6	Tradicional Vida Diaria Artes Culturales	Desarrollo de habilidades básicas, énfasis en lectura, composición y matemáticas. Habilidades básicas; aprender por el hacer Énfasis en el estudio de diferentes culturas. (Kindergarten generalizado - para colocarse en otros programas.)
Mildred Goss 2475 Van Winkle K - 7	Actividad Libre Desarrollo de Lectura Grado 7	Habilidades básicas; aprender por el hacer Se basa en la lectura - se presenta las otras asignaturas con respeto a la lectura. El nuevo grado 7 - se basa en el intercambio con la comunidad.
McCollam 3311 Lucian K -	Tradicional Desarrollo de la Personalidad Progreso Continuo Sin Grados Enriquecimiento	Desarrollo de habilidades básicas, énfasis en lectura, composición y matemáticas. Enseñanza individualizada para cada alumno. Participación máxima de los padres. Énfasis en las habilidades básicas; clases sin grados; cada alumno aprende a su propio paso. Para estudiantes talentosos.
Meyer 1824 Daytona K - 6	Conocimientos Basicos Sistema Individualizado de Artes Culturales (Sullivan)	Desarrollo de habilidades básicas, énfasis en lectura, composición y matemáticas. Enseñanza individualizada para cada alumno. Los métodos de BRL.

Sumario de Programas

<u>Nombre</u>	<u>Programa</u>	<u>Descripción</u>
Meyer (continuado)	Bellas Artes - Expresión Creativa	Aprender a través de las bellas artes.
	Escuela 2000	Prepara el alumno para el futuro.
Miller	Multi-cultural	Énfasis en el estudio de culturas diferentes. Se ofrece el español
1250 So. King Road	Habilidades Académicas	Las habilidades básicas, énfasis en lectura, composición y matemáticas.
K - 6	Enseñanza Individualizada	Enseñanza individualizada para cada alumno.
Pala	Las tres "RRR"	Desarrollo de habilidades básicas, énfasis en lectura, composición y matemática.
1 149 North White	Artes Creativas	Aprender por el medio de las bellas artes.
2 6 - 8	Matemática y Ciencia	Enseñanza con el base en la matemática y la ciencia.
	Educación Física para Muchachas	Dos períodos cada día en educación física para muchachas que quieren énfasis especial en las deportes.
	Bellas Artes	Este programa se basa en la música y el arte.

LISTA DE PROGRAMAS POR TIPO

TRADICIONAL/ACADÉMICO (7)

Cassell (Tradicional)
Goss (Desarollo de Lectura)
McCollam (Tradicional)
Meyer (Conocimientos Básicos)
Miller (Habilidades Académicas)
Pala (Las Tres "RRR")
Pala (Matemática-Ciencia)

INNOVACIÓN/CLASE ABIERTA/LIBRE (3)

Meyer (Escuela 2000)
McCollam (Progreso Continuo - Sin Grados)
Pala (Educación Física para Muchachas)

ENRIQUECIDO - NIÑOS TALENTOSOS (1)

McCollam (Enriquecimiento)

ARTES BELLAS Y CREATIVAS (3)

Meyer (Bellas Artes y Expresión Creativa)
Pala (Bellas Artes)
Pala (Artes Creativas)

APRENDER POR EL HACER (3)

Cassell (Vida Diaria)
Goss (Actividad Libre)
Goss (Grado 7)

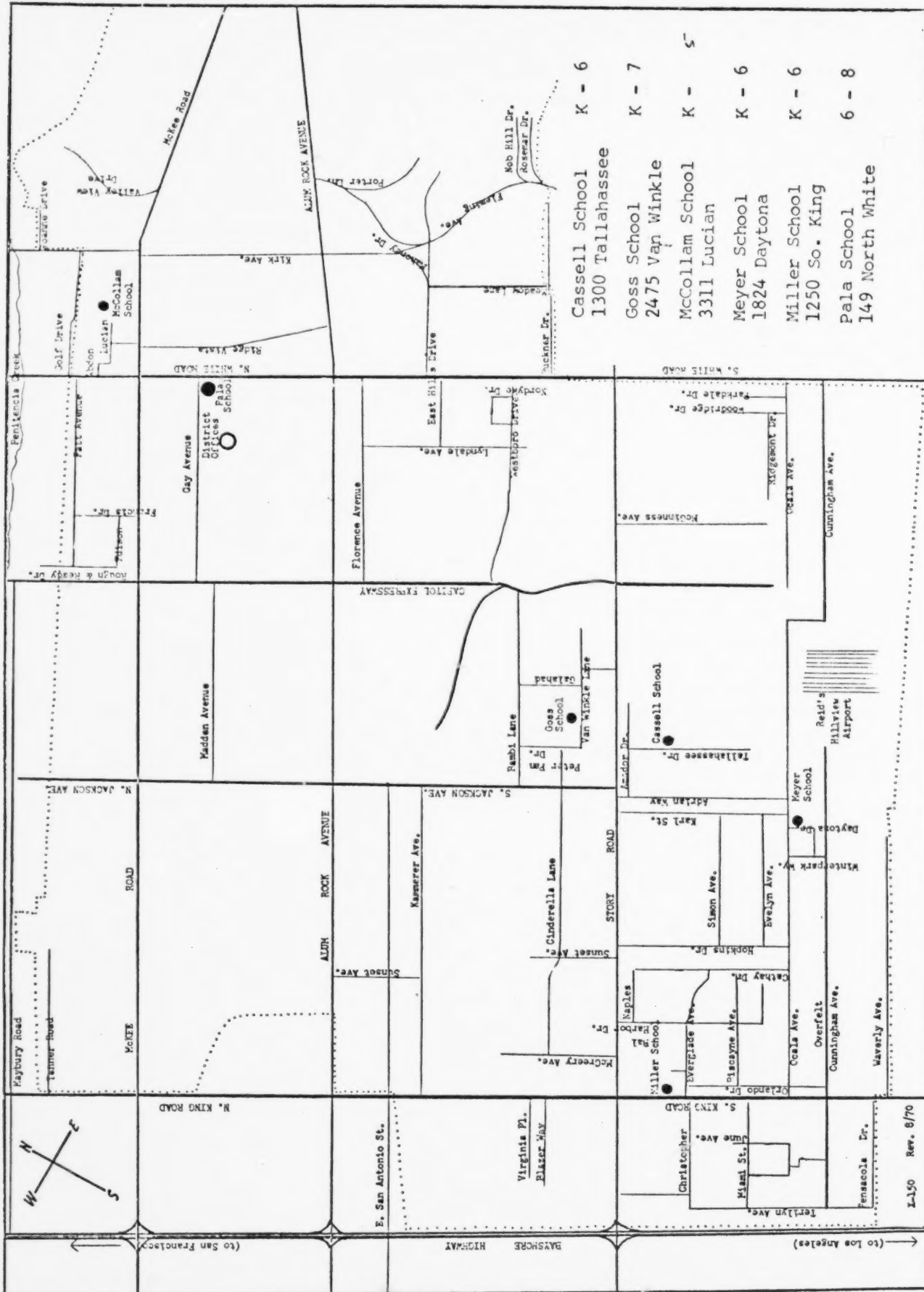
ENSEÑANZA INDIVIDUALIZADA (3)

McCollam (Individualizado - Desarrollo de Personalidad)
Meyer (Sullivan - Individualizado de Artes Culturales)
Miller (Individualizado)

MULTI-CULTURAL (2)

Cassell (Artes Culturales)
Miller (Multi-cultural)

COPIES DE "VOUCHER"



- Cassell School K - 6
- 1300 Tallahassee
- Goss School K - 7
- 2475 Van Winkle
- McCollam School K - 6
- 3311 Lucian
- Meyer School K - 6
- 1824 Daytona
- Miller School K - 6
- 1250 So. King
- Pala School 6 - 8
- 149 North White

Escuela Primaria Sylvia Cassell
(Kindergarten al Sexto Grado)
1300 Tallahassee Drive
San Jose, California

Jerry Witt, Principal

Este otoño, la escuela primaria Cassell ofrecerá tres programas educacionales distintos para los niños de kindergarten al sexto grado, esto como nuestra participación en el proyecto interno de certificados de fondos para educar niños. Estos incluyen: (1) La Escuela Tradicional - Enfoques Enriquecidos para la Educación Básica, (2) La Escuela de la Vida Diaria, y (3) La Escuela de Artes Culturales. Se ofrece un kindergarten que comprende los tres programas, para que los niños tengan tantas experiencias como sean posibles y para guiarlos a escoger el programa que más le convenga. Los estudiantes entrantes de kindergarten serán examinados para colocarles en la clase apropiada. Los estudiantes escogen, juntos con sus familias, el programa en que desean inscribirse.

Este informe les da una descripción breve de los programas. En el futuro, habrán reuniones públicas para darles más información y para contestar las preguntas que tengan. Además de esto, se está preparando una descripción escrita más detallada de cada programa, y estarán dispuestos a ayudarle consejeros calificados y trabajadores de comunidad para hablar con Uds. Para más información, llame al teléfono 258-4923.

LA ESCUELA TRADICIONAL - ENFOQUES ENRIQUECIDOS

PARA LA EDUCACION BASICA (Cassell)

Descripción - Este programa da énfasis en las habilidades básicas de aprender, la lectura, composición, y aritmética, enriquecidas con una variedad de técnicas de aprender y de materias. Se basa en la idea de que cada niño tiene derecho a tanta educación como pueda aprender bajo la dirección profesional de profesores experimentados.

Cada niño se enseña a su paso:

- Las herramientas de aprender
- Preparación social
- Auto-disciplina y estimación propia
- La satisfacción de aprender
- El orgullo de progreso y crecimiento

El nivel más apropiado para cada niño se determinará por medio de exámenes de lectura y matemáticas. Se emplean el "Programa Total de Lectura" y textos del estado juntos con los métodos más avanzados de enseñar. Se incluyen para enriquecer el programa excursiones, uso extensivo de materiales audio-visuales, la tutela, centros suplementales de aprender, y enseñanza de "contrato".

Gobierno - Nuestro programa va a nombrar un comité consultivo de padres, hecho de padres interesados. Esto será establecido por los profesores. El comité de padres ofrecerá sus sugerencias e ideas sobre asuntos de póliza y decisiones que influirán las operaciones de nuestro programa. Las opiniones del comité de padres serán recibidas con gusto y serán además consideradas por los profesores y el principal en las decisiones del programa.

Evaluación - Cada niño será examinado sobre la lectura y las matemáticas para determinar el nivel de su preparación. Se usa el Programa de prueba Fountain Vallé para evaluar el progreso de cada estudiante.

Comunicación con los Padres - Trabajaremos muy estrechamente con los padres durante el año por medio de: un comité consultivo de padres, entrevistas con los padres, actividades sociales que ligen la escuela y el hogar, y sesiones de entrenamiento para ayudar a los padres en ayudar a sus hijos.

Otra Información - Proyectamos ofrecer un programa sólido enriquecido para todos los niños y aceptaremos con mucho placer la cooperación y ayuda de los padres.

LA ESCUELA DE LA VIDA DIARIA (Cassell)

Descripción - El objeto de este programa es de preparar a los niños a vivir eficazmente en nuestra sociedad. Las habilidades básicas de matemáticas, composición, ciencia y estudios sociales se enseñan con el énfasis en la vida diaria. Basamos nuestro ambiente de aprender en actividades verdaderas sacadas de la vida porque creemos que los niños Aprenden Por El Hacer. Las actividades están diseñadas con el fin de desarrollar en el niño el conocimiento de sí mismo, de su familia, y de su ambiente. Solicitamos la plena participación de los padres.

Se da énfasis en la lectura, y ofrecemos un programa continuo total. Se forman grupos de lectura con niños de edades entremezcladas (6 a 8, 8 a 10, y 10 a 12) para poder agruparlos según sus habilidades. Centros de aprender individualmente enseñan el inglés como lengua secundaria. También hay una Biblioteca de Recursos Vida Diaria que incluye libros de la cocina, materiales instructivos y revistas populares.

También se da énfasis en las matemáticas, en un programa continuo que enseña las habilidades básicas de matemáticas. Se ofrece enriquecimiento de matemáticas por medio de aplicación práctica: el arte de cocinar, costura, talla en madera, presupuesto, una tienda en la escuela, y compras de comestibles.

El estudio de Ciencias Sociales está dirigido a lo que necesitan los niños y a lo que los padres consideran importante.

Gobierno - Decisiones de póliza van a ser hechas por todo el personal de esta escuela con aviso del principal, personas especializadas y los padres. Esto se hará por medio de juntas en grupo.

Evaluación - Se usa el Programa de prueba Fountain Valley para mostrar el progreso en la lectura.

Comunicación con los Padres - Se espera que los padres participen en el programa tanto como sea posible.

Otra Información -

PROGRAMA DE ARTES CULTURALES (Cassell)

Descripción - Este programa se basa en la idea de que el objeto más importante de la educación es ayudar a cada niño a desarrollar las habilidades, conocimientos y confianza que necesita para hacerse una persona independiente. Por medio del estudio de culturas, esperamos enseñar a los niños que todo el mundo puede contribuir algo de valor. Los Estados Unidos son una mezcla de culturas y queremos que los niños entiendan cómo las culturas diferentes contribuyen a la manera de ser de la vida en Los Estados Unidos. El programa dará énfasis en que cada niño necesita:

- Aprender la lectura, matemáticas y habilidades de lenguaje para poder comunicar con otros
- Conocerse a sí mismo
- Sentir que ha tenido buen éxito
- Poder llevarse bien con otros
- Entender que todas las culturas tienen algo de valor a ofrecer y que podemos tener orgullo de nuestra herencia cultural

Se ofrece una variedad de métodos de enseñar:

- "Palabras y matemáticas en colores"
- Programa total de lectura
- Enseñanza colectiva
- Centros de aprender
- Instrucción individualizada
- Enseñanza de "contrato"
- Excursiones fuera de la clase

Se estudian varias culturas mediante las artes, música, obras de teatro y títeres, baile, el arte de cocinar, padres y personas de especialidad.

Gobierno - Decisiones de póliza son hechas por los profesores con el aviso de los padres y representantes de los estudiantes.

Evaluación - Se usará el Programa de Prueba Fountain Valley para lectura. Conferencias con los padres también serán usadas. Los estudiantes serán evaluados a base de su mejoramiento.

Comunicación con los Padres - Noticias escritas, llamadas por teléfono, conferencias, visitas en casa y visitas a clase. Agradeceremos cuanto más participación y apoyo que les es posible a los padres.

Otra Información - Esperamos que los padres ayuden en las clases como personaje de consulta o en capacidad de ayudantes, y que nos ayuden en identificar a personas de la comunidad que ayudarían de buena voluntad en el Programa de Artes Culturales.

Escuela Primaria Mildred Goss
2475 Van Winkle Lane
San Jose, California

Jim O'berg, Principal

Este otoño, la escuela primaria Goss ofrecerá tres programas educacionales distintos, esto como nuestra participación en el proyecto interno de "vouchers". Estos incluyen: (1) Escuela de Actividad Libre (Aprender por Hacer), (2) La Escuela de Grado 7, y (3) La Escuela de Desarrollo de Lectura y Comunicación. Los estudiantes escogen, juntos con sus padres, el programa en que desean inscribirse.

Este informe les da una descripción breve de los programas. En el futuro, habrán reuniones publicas para darles más información y para contestar las preguntas que tengan. Además de esto, se está preparando una descripción escrita más detallada de cada programa, y estarán dispuestos a ayudarle consejeros calificados y trabajadores de comunidad para hablar con Uds. Para más información, llame al teléfono 258-4923.

ESCUELA DE ACTIVIDAD LIBRE (Goss)

Descripción - Este programa se basa en la idea de que los estudiantes aprenden mejor por el hacer. Nuestro lema es:

Oigo y olvido;
Veo y recuerdo;
Hago y comprendo.

Los estudiantes desarrollan sus aptitudes mediante actividades en la lectura, composición, matemáticas, ciencia, deportes y los artes. Ofrecemos centros de aprender, salones de clases abiertos, agrupaciones de edades mezcladas y educación guiada individualmente. Un equipo de 2 profesores y un ayudante trabaja con 60 estudiantes.

Gobierno - Hay una junta de cuatro padres, cuatro profesores y representantes estudiantiles que considera cualquier cambio que sea necesario. La junta proyecta el plan de estudios, encuentra los recursos para actividades y organiza actividades. Los padres también participan en reuniones abiertas y en conferencias entre padres y profesores.

Los padres participan en capacidad consultiva, siendo las decisiones finales hechas por los profesores y el principal.

Evaluación - Las metas iniciales para los estudiantes están basadas en perfiles de habilidad, exámenes, y otros medios de determinar las habilidades. El progreso se mide a su vez por exámenes preparados por los profesores y/o exámenes normales. Los padres se enteran del progreso de los estudiantes mediante conferencias, conversaciones por teléfono, y/o evaluaciones escritas cuando los padres, estudiantes o profesores las consideren necesarias.

La evaluación del programa se logra por comunicaciones entre estudiantes y padres, reuniones abiertas, y la Junta Consultiva.

La inscripción continua de estudiantes constituye otra forma de evaluación.

Comunicación con los Padres - Se usa cualquier medio de comunicación, y se espera que se empleen frecuentemente las conversaciones por teléfono. Se dan conferencias suplementales. También se dan reuniones abiertas.

Se espera que los padres participen tanto como permitan sus condiciones personales.

Otra Información - A causa del énfasis puesta en las actividades, muy a menudo los miembros de la comunidad ayudan en arreglar o en dirigir actividades. Los padres han de arreglar un "contrato" con el programa en que la familia participa en experiencias fuera de la escuela. Los padres dan de una vez permisión por todo el año para que sus niños participen en las excursiones.

ESCUELA DEL GRADO 7 (Goss)

Descripción - Goss ha sido una escuela que ofrecía instrucción para niños de kindergarten hasta el grado seis (6). Este programa incluirá también el grado siete. El énfasis principal del programa se funda en el estudiante total, como un individuo que se dirige y funciona solo. Es indispensable a este programa el conocimiento del individuo de su propio valor, orgullo y respeto. Esto se logra mediante el intercambio de la comunidad con el estudiante, y del estudiante con la comunidad. El empleo eficaz de transportes facilita esta meta.

Se emplean recursos externos, tales como padres; ayudantes; compañías de negocios; agencias vocacionales; laboratorios; grupos recreacionales; medios de comunicación; centros de salud; clínicas; hospitales; agencias de la policía; y agencias locales, del estado y federales.

Un lista incompleta de las metas y objetos del programa incluye:

- Desarrollar el pensamiento independiente y la confianza en sí mismo.
- Adquirir eficientemente las habilidades de leer, escribir y hablar.
- Generar respeto al ambiente natural y los artes culturales.
- Crear un sentido de responsabilidad a la sociedad mediante ideales democráticos.
- Practicar y entender los conceptos de salud y seguridad.

Los estudiantes aceptan responsabilidad de muchas maneras significantes:

- El estudiante debe funcionar individualmente y dirigirse solo.
- El estudiante es responsable por sus acciones y debe justificar sus decisiones independientes.
- El estudiante participa directamente en la planificación del plan de estudios.
- El estudiante ayuda en establecer metas de funcionamiento individuales y del grupo.

La proporción de adultos a estudiantes es aproximadamente 1-18.

Gobierno - Las decisiones de póliza son hechas por los profesores, quienes actúan tomando en cuenta el consejo de estudiantes, padres y ayudantes. Para determinar las opiniones de éstos, se usan reuniones abiertas, y conferencias en grupo o personales.

Evaluación - Los estudiantes, por exámenes, observación y entrevistas. Los profesores, por auto-evaluación, y la evaluación de los estudiantes, padres y administradores. El programa, por exámenes de metas y objetos antes y después del programa.

Los padres reciben noticias del progreso de los estudiantes mediante conferencias y evaluaciones escritas.

Comunicación con los Padres - Se usan noticias escritas, reuniones, conferencias, visitas a la casa, teléfono y cualquier otro medio que sea necesario.

Otra Información - No debe haber límites a la educación, y la comunidad debe servir como un laboratorio para aprender.

LA ESCUELA DE DESARROLLO DE LECTURA Y COMUNICACION (Goss)

Descripción - Este programa da énfasis en el desarrollo de lectura y comunicación, lo que formará el punto de enfoque para todas las otras materias. Habrán componentes bilingües, de inglés como lengua secundaria, multi-culturales, y otros a medida que se requieran. Se usa un programa de lectura que va paso a paso y que ha sido empleado a Goss durante los cuatro años pasados. Las clases de lectura y matemáticas no serán nivelados por grados. Se emplea una variedad de técnicas, incluyendo libros de lectura básicos, materiales de lectura sociales, S.R.A. y lectura rápida. Los estilos de enseñar incluyen enseñanza de "contrato", enseñanza "uno a uno", enseñanza colectiva y lectura "al tresbolillo".

Gobierno - Los profesores y el principal del edificio determinarán todas las pólizas de operación. Una junta consultiva de padres y profesores será compuesta del profesor de la clase y un padre de cada clase.

Evaluación - Los estudiantes, por su desarrollo personal medido por exámenes normales y exámenes preparados por los profesores. Los profesores, por el principal del edificio, de acuerdo con prácticas del distrito. El programa, por principales de edificio y profesores de acuerdo con la práctica del distrito.

Comunicación con los Padres - Se dan informes regulares del progreso de los estudiantes a sus padres, quienes se espera contestarán el recibo de ellos. Habrán al menos dos conferencias "cara a cara" cada año. Se usan noticias escritas, reuniones, conferencias, visitas a la casa y llamadas por teléfono. Se espera que los padres visiten la clase por lo menos dos veces al año.

Otra Información - Daremos programas de lectura, matemáticas y otras materias para ayudarles a ayudar a sus niños. Esperamos que esto le haga nuestro programa más significativo y eficaz.

Escuela McCollam
3311 Lucian Avenue
San Jose, California

Don Ayers, Principal

Este otoño, la escuela primaria McCollam ofrecerá cuatro programas educacionales distintos, esto como nuestra participación en el proyecto interno de "vouchers". Estos incluyen: (1) Tradicional, (2) Enseñanza Individualizada, (3) Enriquecimiento, y (4) Progreso Continuo Sin Grados. Los estudiantes escogen, juntos con sus padres, el programa en que desean inscribirse.

Este informe les da una descripción breve de los programas. En el futuro, habrán reuniones publicas para darles mas información y para contestar las preguntas que tengan. Además de esto, se está preparando una descripción escrita mas detallada de cada programa, y estarán dispuestos a ayudarle con sejeros calificados y trabajadores de comunidad para hablar con Uds. Para mas información, llame al teléfono 258-4923.

TRADICIONAL (McCollam)

Descripción - El programa da énfasis en las materias básicas del plan de estudios recomendado por el estado: la lectura, la aritmética, la gramática inglesa, la ortografía, la composición y la ciencia social. El programa usa: materias de lectura de Sullivan y S.R.A. de suplemento para cada grado; un centro para aprender; el enseñar por "contrato"; equipos de enseñar; y S.E.E.D. (matemáticas por descubrimiento). Objetivos de comportamiento serán desarrollados después de que empieza la escuela.

Gobierno - Las decisiones de póliza las harán los profesionales con la aprobación del director. Los jefes de los departamentos servirán alternativamente el puesto. Habrá cooperación con otras escuelas. Los padres ayudarán en la selección de los libros de texto, actividades extracurriculares, y centros de interés, los viernes por la tarde.

Evaluación - Estudiantes: por exámenes normalizados, observación y otros métodos profesionales. Profesores: por los requisitos del proyecto de ley de Stull, conferencias informales con los padres, estudiantes, y otros profesores.

Comunicación con los Padres - Noticias escritas, juntas, visitas a casa, llamadas por teléfono, papeles de tarea, y conferencias.

Otra Información - El programa tradicional tiene su enfoque en un curso académico, por medio de un programa estructurado. Se agradecerá mucho la participación de los padres en el programa.

PROGRAMA PARA EL DESARROLLO DE LA PERSONALIDAD (McCollam)

Descripción - Esta escuela estimula al niño para que progrese independientemente, haga decisiones significativas y logre alegría a través de un exitoso compromiso con la escuela. Se pone énfasis en las necesidades individuales del niño, sus intereses y sus gustos. Estos principios se reflejan en las técnicas de enseñanza y en el estilo del personal de trabajo. Nuestra filosofía de la educación está formada conforme con las materias y objetos de interés de cada niño, de suerte que le asegure éxito en su nivel social y académico. Los objetivos de lo que el niño ha de aprender en el año son determinados individualmente, y son modificables en el curso del año. Hay un maestro por cada 30 estudiantes.

Gobierno - Estimulamos la colaboración de los padres todo lo que es posible. Pensamos que los niños se benefician con el interés de los padres, con sus ideas y sus talentos. Para el éxito de nuestro programa, necesitamos conocer los deseos de los padres, sus necesidades y sus sentimientos respecto a sus hijos. Nos aconsejaremos con todos los padres interesados antes de abrir la escuela. Proporcionaremos un servicio de entrenamiento para ayudar a los padres a sentirse cómodos con los maestros y los niños. Las determinaciones son tomadas por mayoría de votos, entre el cuerpo de profesores y el principal.

Evaluación y Comunicación - Evaluamos continuamente el progreso de su hijo, de suerte que podemos decirle en cualquier momento cómo va él. Cada padre debe evaluar también la conducta de su hijo, a fin de determinar si está contento, si le gustan sus maestros y la escuela, y si está aprendiendo. Además, nos interesan las reacciones de los padres ante el programa; queremos hacer énfasis en la comunicación abierta a cualquier hora. Habrá conferencia cuando el maestro o el padre considere que es necesario. Cada niño se evaluará a sí mismo, con la ayuda del maestro, y esta evaluación se enviará a su casa. Los maestros son evaluados bajo el "Stull Bill", y una evaluación en cualquier área por parte de los padres se recibirá con interés y agradecimiento.

PROGRAMA DE ENRIQUECIMIENTO (McCollam)

Descripción - Este programa es para estudiantes talentosos que serán agrupados por su habilidad en vez de por su edad. El tamaño de las clases es pequeño y se aconseja que los estudiantes escojan los cursos de estudio que les interesen.

La intención de este programa es aumentar la facultad creativa del estudiante; diferentes métodos de enseñar serán usados. La filosofía se basa en poder dirigir los estudiantes a apreciar, entender y a contribuir sus habilidades únicas.

Las metas del programa son diseñados a animar los estudiantes a:

- Expresar curiosidad intelectual, desarrollar talentos especiales de la memoria y de la facultad creativa.
- Ser sobresalientes en habilidades básicas y académicas.
- Cooperación entre estudiantes, para establecer las habilidades de comunicar y recibir ideas.
- Expresarse y ser creativos en las artes culturales.

Los objetivos del programa son:

- Sobresalir en materias académicas, perfeccionando las capacidades de la lectura, la composición, y matemáticas. También de crear proyectos originales y de valor.
- Ser expertos en habilidades tales como la definición y el análisis de problemas, y el desarrollo de soluciones alternativas.

Gobierno - Decisiones de póliza serán hechas por los profesores con la aprobación del director. Los padres están invitados a hacer sugerencias en persona o escritas a la escuela, o por la junta consultiva de padres.

Evaluación - Van a haber tres modos de evaluación. Estudiantes: por exámenes, observaciones del profesor, y reacciones de los padres y del niño. Profesores: por procedimientos que el distrito de Alum Rock está desarrollando, requeridos por la ley de Stull, 1971. Del programa: por la reacción de los niños y de los padres, la junta consultiva de padres, y otras evaluaciones.

Los estudiantes y padres participarán en la evaluación del programa pero no en la evaluación de los profesores.

Comunicación con los Padres - Los padres serán informados por noticias escritas, juntas y conferencias. Esperamos que los padres demuestren una actitud positiva de la escuela y que sostengan los objetivos del programa de enriquecimiento.

Otra Información - Para asegurar buen éxito en el programa de enriquecimiento, los padres tienen que estar seguros de que el niño tiene algunos de estos característicos:

- Aprender fácil y rápidamente
- Poder concentrar por mucho tiempo
- Leer muy bien e interés en la lectura
- Saber muchas palabras y que las use bien
- Tener curiosidad intelectual
- Tener una buena memoria
- Comprender ideas abstractas
- Tener mucha energía, ser alerta y ardiente en querer aprender
- Tener ideas creativas y sobresalientes
- Tener talento en áreas especiales

PROGRESO CONTINUO - SIN GRADOS (McCollam)

Descripción - El curso se basa en las habilidades básicas las cuales el alumno debe dominar entre los años de Kindergarten y 5º. Se empleará una variedad de métodos incluyendo la enseñanza con varios maestros (team teaching), grupos pequeños, centros de interés, departamentos, y excursiones. Los padres pueden contribuir como voluntarios.

Gobierno - Las decisiones de póliza las harán una junta en conferencias designadas que incluirá el personal profesional, los representantes de entre los padres, y el principal. Los padres asistirán en la selección de materia suplemental, en la póliza del proceder de los niños, y en la selección de las materias para el curso.

Evaluación - La evaluación es continua, y se empleará exámenes normativos sin prejuicios culturales, exámenes hechos por los maestros, la evaluación de los maestros y conferencias entre los padres y el maestro. Los maestros serán evaluados según las metas de Alum Rock conforme con la ley de Stull. (Stull Bill).

Comunicación con los Padres - Habrá un folleto publicado periódicamente incluyendo artículos de padres y maestros; también habrán conferencias públicas, informes escritos mandados a casa, conferencias, visitas a casa, y llamadas de teléfono.

Otra Información - El programa agrega experiencias multiculturales a través de la ciencia social, la música, el arte, la expresión creativa, los artes y oficios, y el baile folklórico.

Escuela Primaria Donald J. Meyer
1824 Daytona Drive
San Jose, California

Thomas J. Fay, Principal

Este otoño, la escuela primaria Meyer ofrecerá cuatro programas educacionales distintos, esto como nuestra participación en el proyecto interno de "vouchers". Estos incluyen: (1) Programa de Conocimientos Básicos, (2) Programa Sullivan de Artes de Lenguaje Individualizado, (3) Las Bellas Artes y Expresión Creadora, y (4) Escuela 2000. Los estudiantes escogen, juntos con sus padres, el programa en que desean inscribirse.

Este informe les da una descripción breve de los programas. En el futuro, habrán reuniones públicas para darles más información y para contestar las preguntas que tengan. Además de esto, se está preparando una descripción escrita más detallada de cada programa, y estarán dispuestos a ayudarle con aseseros calificados y trabajadores de comunidad para hablar con Uds. Para más información, llame al teléfono 258-4923.

PROGRAMA DE CONOCIMIENTOS BASICOS (Meyer)

Descripción - Este programa da énfasis igual en cada habilidad o conocimiento básico. Cada profesor escoge el estilo y los métodos de enseñar que prefiere. La proporción de estudiantes a profesores es 30 a 1, y hay un ayudante pagado y dos voluntarios para cada 15 estudiantes.

Gobierno - Los padres hacen decisiones sobre prácticas, en reuniones con profesores, la administración de la escuela y con el coordinador del programa de "vouchers". Cada clase tiene un representante-padre quien está en contacto con el profesor. Las preguntas o los problemas deben ser dirigidos primero al representante-padre de la clase.

Evaluación - Los estudiantes, por exámenes preliminares, de progreso y finales; cuestionarios; conferencias entre padre, profesor y niño; y la evaluación personal del estudiante. Los profesores, por los padres en visitas a la clase y observación; por la administración mediante visitas a la clase y observación. El programa, por la interacción entre padres, profesores y administración.

Comunicación con los Padres - Noticias escritas, reuniones, conferencias, visitas a la casa, visitas por teléfono y en la clase. Se espera que los padres apoyen el programa por el medio del intercambio de ideas con el profesor y con los demás personas del programa.

Otra Información - Se enseñarán los conocimientos y habilidades básicos incluyendo los siguientes: (1) sociales, (2) motores, (3) auditivos, (4) de percepción visual, (5) de hablar, (6) de lectura, (7) de matemáticas, (8) de estudios sociales (incluyendo estudios multiculturales y de la vida familiar), (9) de ciencia, (10) de educación física, (11) de las bellas artes, y (12) de las artes del lenguaje.

EL SISTEMA INDIVIDUALIZADO (DE SULLIVAN) DE ARTES CULTURALES (Meyer)

Descripción - Este programa da muchas oportunidades para que el niño progrese académica, social y emocionalmente conforme con sus capacidades. El objetivo logra mejorar la lectura y la matemática, asegurar más interés propio, y promover más interacción entre los padres y la comunidad.

El método principal es por medio de instrucción en programas individuales. Se basa en el programa hecho por Behavioral Research Laboratories (BRL) que tiene el enfoque en la lectura y la matemática. El profesor usará las materias como sea necesario.

Gobierno - Como el programa ya está preparado deja poca interacción en asuntos de póliza. Pero hay muchas oportunidades para que los padres ayuden a los profesores (como tutores), en preparación de las materias, y dando ánimo y asistencia en la casa.

Evaluación - Estudiantes: por observación, exámenes frecuentes del progreso individual, y exámenes finales. Profesores: evaluación de sí mismo, evaluación del director, y evaluación por el consultante de BRL. Programa: por los profesores, por el progreso y el entusiasmo de los niños, por los directores del programa, por las opiniones de los padres.

Comunicación con los Padres: Noticias escritas, llamadas por teléfono, conferencias entre los padres y el profesor, visitas a casa. Esperamos toda la asistencia posible, incluyendo ayuda en casa o en la escuela.

Otra Información - En este programa no hay grados ni certificados escolares. El estudiante trabaja con dirección, avanzando a su mismo paso. Las materias de BRL estan hechas al nivel del individuo y le dan buen éxito mientras que progresa.

BELLAS ARTES Y EXPRESION CREATIVA (Meyer)

Descripción - Este programa da énfasis en la expresión creativa y en las habilidades básicas por medio del arte y el arte manual. También incluye excursiones al campo, producciones dramáticas, y la venta de sus productos de arte y de arte manual. Para cada 30 estudiantes hay un profesor y uno o dos asistentes.

Gobierno - Decisiones de póliza serán hechos por los profesores, los padres y el director por medio de juntas y conferencias.

Evaluación - Estudiantes: por exámenes y observación de habilidades básicas, actitudes y desarrollo social. Profesores: por los administradores, padres, y el buen éxito del programa. Programa: por los profesores, padres, y administradores.

Comunicación con los Padres - Noticias escritas, juntas, conferencias, visitas a casa, llamadas por teléfono. Esperamos asistencia personal de los padres.

Otra Información - El Programa de Bellas Artes y Expresión Creativa da oportunidad de conocerse a sí mismo, de aprender las habilidades básicas, de conocer de gustos y diferencias, de expresarse creativamente, y de familiarse con valores estéticos.

ESCUELA 2000 (Meyer)

Descripción - Este programa está orientado al futuro, está hecho para dar a los estudiantes el conocimiento de sí mismo y cómo funcionar ahora y en el futuro. Da importancia al resolver problemas, aprender por descubrimiento, la investigación y por el hacer. Usa grupos grandes y pequeños en discusión, centros para aprender, instrucción por varios medios, y la asociación en diferentes niveles de conocimiento.

Gobierno - Decisiones de la estructura del programa serán hechas por los profesores y el director por base de comunicación con los padres y los estudiantes. Las demás decisiones serán hechas por profesores, padres, estudiantes y el director.

Evaluación - Estudiantes: por participación y actitud; por tarea; por progreso; evaluaciones de cada semana; y observación. Profesores: por profesores; estudiantes y el buen éxito del programa. Programa: como funciona el programa; el buen éxito de los estudiantes; la ayuda de los padres; de que piensa la comunidad; y de peticiones para estudiantes nuevos.

Comunicación con los Padres - Conferencias, observación de los padres, cartas, llamadas por teléfono, visitas, y demostraciones. Esperamos que los padres ayuden, como asistentes, a sus niños a funcionar efectivamente en el programa, y que atiendan las juntas y conferencias.

Escuela Primaria Grandin H. Miller
1250 So. King Road
San Jose, California

Frank Wilkens, Principal

Este otoño, la escuela primaria Miller ofrecerá tres programas educacionales distintos, esto como nuestra participación en el proyecto interno de "vouchers". Estos incluyen: (1) Programa Multi-cultural, (2) Programa de Desarrollo de Habilidad Académica, y (3) Programa Individualizado de Aprender. Los estudiantes escogen, juntos con sus familias, el programa en que desean inscribirse.

Este informe les da una descripción breve de los programas. En el futuro, habrán reuniones públicas para darles más información y para contestar las preguntas que tengan. Además de esto, se está preparando una descripción escrita más detallada de cada programa, y estarán dispuestos a ayudarle con aseseros calificados y trabajadores de comunidad para hablar con Uds. Para más información, llame al teléfono 258-4923.

PROGRAMA MULTICULTURAL (Miller)

Descripción - Este programa da importancia a la diversidad de culturas y a las necesidades comunes. El énfasis se fiera en relaciones humanas, orgullo de si mismo, con respeto para los demás. La cultura mexicana, igual que las demás que son representadas por los estudiantes, tienen énfasis. Las habilidades básicas tienen mucha importancia y se las ofrecen en una clase conenida - la lectura, la matemática, el inglés, la ortografía, la expresión escrita, la ciencia, y el salud.

Profesores especializados enseñan estudios culturales con la asistencia de estudiantes de la universidad y visitantas especiales: el español, el inglés como lengua secundarís, la música, el arte y estudios sociales.

Se presentan programas y exposiciones de culturas incluyendo: bailes tradicionales, comidas, el use de instrumentos musicales, arte tradicional, juegos de otras culturas, excursiones al campo, costumbres, y la historia.

Las habilidades básicas están enriquecidos con materias multi-culturales, y el inglés correcto tiene énfasis.

Decisiones y Comunicación - Sugestiones, reacciones, y el soporte de los padres se agradecer por medio de comunicación durante todo el año. Decisiones de póliza seran hechas por el personal profesional.

Evaluación - No han tomado decisión hasta ahora.

Información Adicional - El programa multicultural se basa en el enseñar por medio del buen éxito.

PROGRAMA DE DESARROLLO DE LA HABILIDAD ACADEMICA (Miller)

Descripción - Este programa se funda en la convicción de que las habilidades básicas pueden ser perfeccionadas del mejor modo a través de la constancia, la repetición y la estructura. Los niños aprenden mejor con la guía de su maestro y en un ambiente orientado hacia el éxito. El niño triunfa en este programa, porque está básicamente fijado en sus necesidades y habilidades.

El énfasis del programa se centra en las habilidades básicas. Se enseñan las materias académicas (lectura, matemáticas, idioma, estudios sociales, ciencias y salud) además de otras asignaturas de enriquecimiento como la música, el arte y la educación física.

El programa del kindergarten se contiene en sí mismo, con énfasis en la preparación a leer. En los grados 1-6 la lectura está completamente desgraduada. Las necesidades del niño son tomadas en cuenta al comienzo del programa, y entonces se le coloca de acuerdo con estas necesidades sin tener en consideración su nivel de grado. El programa de lectura está escalonado a todos los niveles, de suerte que los niños pueden beneficiarse de una instrucción personal dentro de una clase con pocos alumnos. Varios métodos de lectura son aprovechados de acuerdo con las necesidades del niño, tales como 'Distar', experiencia de lenguaje, literatura y textos de base. Con una futura evaluación, prevalece la flexibilidad, y el niño avanza por su propia habilidad.

Las diversas materias están departamentalizadas como en 'junior high school'. Los maestros han escogido materias en las cuales ellos son expertos e interesados, contribuyendo por consiguiente con su entusiasmo y sus talentos. En este programa, los estudiantes experimentan oportunidades para triunfar con varios maestros y métodos.

Las actividades de enriquecimiento se enseñan conforme con las habilidades básicas.

Los niños van de salón en salón, organizados según la materia; por ejemplo, el maestro de matemáticas pone el salón con todo lo necesario para esa enseñanza.

Decisión y Comunicación - Estimulamos la comunicación abierta con los padres por medio de sugerencias, reacciones y apoyo, durante todo el año. Las decisiones sobre el procedimiento del programa las toma el personal profesional.

Evaluación - No se ha tomado decisión hasta ahora.

Otros comentarios -

PROGRAMA INDIVIDUALIZADO PARA APRENDER (Miller)

Descripción - Este programa está planeado para aprovechar las diversas maneras que los niños tienen para aprender. Se crearán experiencias para acentuar esta individualidad. El éxito y la alegría en trabajar constituyen la motivación del aprender.

En este ambiente centrado en el niño predomina la instrucción individual. Los centros de aprender, actividades interesantes, la participación en la comunidad y la variedad de materias, constituyen el apoyo de este program individualizado.

Las áreas regulares de las materias academicas se enseñan en un ambiente positivo y animado. El estudiante pasa por buenas experiencias al aprender, que le ayudan en su desarrollo de una visión sana de si mismo.

Decisiones y Comunicación - Esperamos que los padres nos den sus ideas y sugerencias, contamos con sus reacciones y apoyo, y los estimulamos a la comunicación abierta durante todo el año. Las decisiones sobre el procedimiento del programa las toma el personal profesional.

Escuela Intermedia Pala
149 N. White Road
San Jose, California

Armen Hanzad, Principal

Este otoño, la escuela intermedia Pala ofrecerá cinco programas educacionales distintos, esto como nuestra participación en el proyecto interno de "vouchers". Estos incluyen: (1) Escuela de los Tres "R's" Más, (2) Artes Creadoras, (3) Bellas Artes, (4) Matemáticas y Ciencias, y (5) Énfasis en Educación Física para Niñas. Cada uno de estos programas está servido por un Centro de Recursos Centrales, para proveer recursos adicionales al estudiante y para ayudar a los nuevos programas en motivar a los estudiantes. Los estudiantes escogen, juntos con sus familias, el programa en que desean inscribirse.

Este informe les da una descripción breve de los programas. En el futuro, habrán reuniones públicas para darles más información y para contestar las preguntas que tengan. Además de esto, se está preparando una descripción escrita más detallada de cada programa, y estarán dispuestos a ayudarle con aseseros calificados y trabajadores de comunidad para hablar con Uds. Para más información, llame al teléfono 258-4923.

ESCUELA DE LOS TRES ERRES (RRR) (o de LEER, ESCRIBIR Y CALCULAR) (Pala)

Descripción - Este programa da énfasis en el dominio de cada estudiante en actividades que tradicionalmente son consideradas importantes para el éxito en la sociedad: leer, escribir, aritmética, ciencia, estudios sociales, música, arte y educación física. La habilidad para leer se acentúa fuertemente, y los maestros usan un examen de prueba para determinar qué estudiantes necesitan una asistencia remediadora. Se evalúa también a los niños cuando ellos entran el programa para determinar su habilidad en leer, escribir y hablar. Las unidades del programa se planean semanalmente en las reuniones del personal del programa.

Gobierno - Las decisiones se toman con la aprobación de todo el equipo de maestros y se las llevan a cabo con el apoyo administrativo y con la concurrencia de los padres. La colaboración (sugerencias, ideas) de los padres se logra en las reuniones fijadas con este propósito, y a través de los reportes escritos que se envían a los padres.

Evaluación - Los estudiantes se evalúan a sí mismos, y son evaluados por los maestros, padres y grupos. La habilidad del maestro es evaluada por otros maestros, los administradores y, posiblemente, por los estudiantes. La evaluación del programa se lleva a cabo por medio de exámenes de prueba al principio y al fin. El número de estudiantes que regresan al programa es también una forma de evaluación del programa mismo.

Conferencias, carpetas con sus trabajos, exámenes y llamadas por teléfono se usan para informar a los padres acerca del progreso del estudiante.

Comunicación con los Padres - Las conferencias y reportajes acerca del progreso del estudiante están complementadas por las reuniones de grupo.

Esperamos que los padres contribuyan con un elevado nivel de interés, cooperación, dirección y apoyo.

Otra Información - Nuestra eficacia se funda en el número de estudiantes de nuestras clases y en el contacto con cada niño cinco horas diarias por lo menos. Nuestro personal de trabajo posee una amplia y variada preparación.

PROGRAMA DE ARTES CREATIVAS (Pala)

Descripción: Nuestro curso de estudios se funda en las capacidades e intereses del estudiante. La experiencia educacional que se ofrece está cuidadosamente relacionada con sus necesidades e intereses. Este programa está fundado en tres componentes que, creemos, forman el programa completo de la educación:

- Conocimiento tradicional
- Conocimiento de la práctica
- La práctica

El conocimiento de la práctica incluye la manera de obrar del individuo que produce, a través de la acción, algo que tiene valor.

El conocimiento de la práctica requiere un cuerpo organizado de conocimiento, un sistema de conceptos y temas unificados que se aplican al mundo de la industria y al mundo de la familia.

La práctica desarrolla las habilidades necesarias para la creación de lo que tiene valor.

Gobierno: Las decisiones de procedimiento las toman los maestros y el director o principal del programa, con el consejo de los padres. Son los padres los que tienen la última decisión acerca de si se matricula o no el niño en el programa.

Evaluación: Los estudiantes se evalúan de acuerdo con el material enseñado. Los maestros se evalúan según las metas y objetivos llevados a cabo con el director del programa. La evaluación del programa se hace por los maestros y el director del programa, en conexión con la reacción de la comunidad.

No se ha llegado a ninguna decisión sobre la información a los padres acerca del progreso académico de su hijo, o la manera de como los padres y los estudiantes participan en una evaluación del programa y de los maestros.

Comunicación con los padres: - A medida que se presenten las necesidades, se usarán varios métodos: informaciones escritas, reuniones, conferencias, visitas a los hogares y llamadas por teléfono.

Otra información: - En este programa, los estudiantes reciben la necesaria preparación académica para el 'high school': lectura, idioma y matemáticas.

PROGRAMA DE BELLAS ARTES (Pala)

Descripción: Este programa se basa en la música y el arte, como materia especial, con de lectura, matemáticas, idioma y estudios sociales enseñados en tal forma que usen la música y el arte como punto de partida. Cada una de estas materias se correlacionan para proporcionar un continuado desarrollo educacional.

También se presenta la influencia de la historia, la situación social, política, económica, y religiosa, en la música y el arte a través de los siglos.

Este programa permite a los estudiantes que tengan un interés especial en la música y el arte, el concentrarse en estas materias sin dejar lo fundamental. Así cada niño puede tener una oportunidad para desarrollar sus propios talentos, a su nivel de interés y de habilidad.

Gobierno: La conducta y decisiones de acción las toman los maestros experimentados. Como este programa da énfasis en dos campos diferentes, las decisiones requieren el conocimiento y comprensión de la música y del arte, y de cómo ellos están relacionados con las demás materias.

Evaluación: Se preparan notas escritas para evaluar el progreso del estudiante, y se usa, o bien una nota (A, B, C, etc.) o una lista evaluativa. Las conferencias con los padres se tienen a pedido de los padres.

Comunicación con los padres: - Los reportajes sobre el progreso del estudiante en forma de tarjeta, son enviados regularmente a su casa. Llamadas por teléfono y reuniones de grupo se acostumbran también.

Se espera que los padres apoyen el programa y su filosofía, para estimular el más alto nivel de trabajo del niño que sea posible.

Se anima a los padres para que visiten y observen el desarrollo del programa.

Otros comentarios: -

PROGRAMA DE MATEMÁTICAS Y CIENCIAS (Pala)

Descripción - Este programa acentua las matemáticas y las ciencias como el corazón del programa. Se presentarán la lectura, el arte de escribir y los estudios sociales conforme con una orientación hacia la ciencia y la matemática.

El número de estudiantes de matemáticas por maestro, es de 30, y 25 para el de ciencias de laboratorio.

Gobierno - Las decisiones relativas a los procedimientos son tomadas por los maestros y administradores, con el consejo de los padres.

Evaluación - Los estudiantes son evaluados por las observaciones y exámenes breves del maestro. La evaluación del maestro la hace el director del programa. La evaluación del programa se hace por medio de cuestionarios a los estudiantes y por el director del programa.

Los padres son invitados a seguir el aprovechamiento de sus hijos a través de informaciones de evaluación escrita, conferencias, llamadas de telefono y tarjetas de reportaje.

Comunicación con los padres - Los padres reciben información escrita, telefonadas y visitas a sus casas, y se espera que vengán también a reuniones ocasionales. Se espera también que atiendan los pedidos de conferencias y que reaccionen sobre el trabajo de los estudiantes.

Otra información - Aunque este es un programa de matemáticas y ciencias, la habilidad de comunicación se acentua también.

PROGRAMA CON ENFASIS EN EDUCACIÓN FÍSICA PARA MUCHACHAS (Pala)

Descripción - Este programa ofrece dos períodos por día para todas las niñas interesadas en deportes que podrán interesarse por toda su vida. Como cada niña es diferente de las demás en sus capacidades, necesidades, e intereses acerca de la educación física, es importante que las niñas con un marcado interés por la educación física tengan la oportunidad de perfeccionar más habilidades y su capacidad de ser líder.

Los objetivos son los siguientes:

Proporcionar un programa eficaz que haga énfasis en el desarrollo físico tanto en deportes de equipo como en deportes individuales.

Fomentar el interés y habilidad en un deporte para toda la vida en las horas de descanso.

Fomentar una mas amplia variedad de actividades a fin de ayudar a las estudiantes a hacer una elección inteligente de sus actividades de recreo en los años por venir.

Promover el interés, la comprensión, y el deleite en los deportes cuando una es espectadora.

Se ofrecen dos horas de educación física por día. Una hora está dedicada a los deportes de equipo, y otra hora está consagrada al desarrollo de las habilidades para los deportes individuales de "por vida".

Además de las actividades diarias, cada estudiante tiene a su cargo, actividades relacionadas con la ayuda y dirección de otros, en las clases de educación física general.

Las niñas de cualquier otro programa pueden esoger tomar parte en este PE Énfasis. Estas niñas emplearían el tiempo de las clases de la mañana en su programa regular y participarían del "PE Énfasis" en la tarde. Las estudiantes del Programa con Énfasis en Educación Física para Muchachas deben ser programadas por la tarde para las períodos de actividad.

Los deportes de equipo ofrecidos, son: Volleyball, Speedball, Volley-tennis, Soccer, Basketball, Softball, Flag football.

Los deportes para toda la vida ofrecidos, son: Badminton, Archery, Tennis, Bowling, Paddle tennis, Swimming.

Gobierno - No se ha tomado ninguna decisión hasta el momento.

Evaluación - La evaluación está basada en el análisis individual de la eficiencia en la habilidad de movimiento (throwing, kicking, stretching), movimiento del cuerpo, movimiento de los musculos mayores, movimiento de los musculos menores y la buena condición física.

Comunicación con los Padres - No hay decisión hasta ahora.

Otros Comentarios -

December 8, 1972

TO: Alum Rock School Board

FROM: Joel Levin

SUBJECT: Status Report on Voucher Project

After three months of operation it seems appropriate to step back from the details, and try to make some preliminary assessments of the voucher project. Even at this early date there are several positive observations we can make. These are:

1. Workability - It is apparent that our voucher model is administratively feasible. This is not to deny that there are some outstanding problems which we have to iron out, but in an overall sense the voucher mechanism is a legitimate way to allocate educational resources.
2. Parent Involvement - In an overall sense the parent involvement in the programs of the voucher schools has increased significantly over the level of activity last year. While progress in this area is uneven and some schools have demonstrated a much greater commitment and skill in this area than others, the overall trend has distinctly been towards involving parents more actively, more significantly, and with greater commitment. Most of the mini-schools have set up some form of parent advisory groups, and various styles of parent involvement are being explored.
3. Alternative Education - A significant variety of educational options has been created in the 6 voucher schools in a very short period of time. This process has occurred for several reasons: (a) the commitment of the school staffs to the development of alternative education; (b) the additional money that was made available to the schools through the compensatory vouchers, and (c) the voucher mechanism which created a climate which was conducive to the development of these program options.
4. Students - It is much too early to make a binding assessment of student reaction to the voucher system; however, even at this early time informal soundings indicate that the students in the Alum Rock School District who are participating in the voucher project are very pleased and enthusiastic about the options that are available to them.
5. Racial Balance - In spite of fears to the contrary, the voucher project has not led to any pattern of segregation. Analysis of the ethnic composition of the various programs has indicated a spectacular uniformity of distribution of all ethnic groups among the different programs in the project.
6. Decentralization - The amount of autonomous decision making that is being made in the voucher schools is very striking. While there is a need for further definition of what areas are discretionary at the building level and what areas are centrally prescribed, there is no question that the voucher principals and their staffs have played a major role in making decisions both at the building level and the overall project level.

7. Commitment - The program has been marked by a very high level of commitment to good education and to the project on the parts of principals, teachers, central staff and voucher staff. This commitment has made itself clear in the extra time and energy that everyone associated with the voucher project has been willing to expend. In spite of the strain and energy that has been required of teachers and principals, all 6 schools have indicated a willingness to continue their participation in the project next year.

While these features are encouraging it would be less than honest to pretend that everything in the project was smooth and easy. There are a number of persistent problems which we are still trying to solve:

1. Logistics - Working out the hard details of voucher financing, record-keeping, space, building administration, and pupil assignment has taxed the energy of everyone associated with the project. It took several months and many conferences simply to arrive at a legitimate figure for the cost per pupil in the district. Setting up income expenditure budgets for each school and program presented a serious challenge to the business office. The computerized attendance accounting system which was implemented at the beginning of this year created an additional work load both at the building level and in the central office which taxed the system even more. Placing students in the programs of their choice lead to fluctuations in class size and problems of pupil assignment. Some classes were unacceptably large, and students had to be shifted in order to accommodate incoming transfers. Final school budgets could not be adopted until not only the basic voucher had been closed upon, but also until final renegotiations with O.E.O. had taken place so that total dollar income to the schools could be reliably determined. This led to a delay in notifying schools as to the final dollar figure that was available to them, and this interfered with some of their planning activities. Working out procedures for decentralizing some of the central services such as psychologists and coordinators services presented problems, and this led to some delays in the utilization of these services. Most of these problems have now been worked out not only for this year but hopefully for next year as well, and we anticipate that the implementation of the second year of the project will be much smoother than the first.
2. Energy - The rapid onset and implementation of the voucher project has made enormous demands on the energy of district personnel. Teachers and principals from the 6 voucher schools have worked to the point of exhaustion. New programs, new procedures, new staff relations, new responsibilities, and budgetary uncertainty have all combined to demand the last ounce of energy from everyone in the system. While the dedication of these people is highly commendable, we expect that increased planning time in the future will reduce the demands on the personnel in our system to a more reasonable level.
3. EVAC - The Educational Advisory Committee has been meeting on a monthly basis since late in the summer. However, it has not yet made any major decisions or recommendations. The problem seems to lie in the apparent contradiction between the move towards decentralization and of building autonomy on the one hand and the creation of an overall district advisory committee making decisions for the system as a whole on the other. The members of EVAC have been very sensitive to this problem and reluctant to make decisions that would curtail individual decision making at the school level and create an additional layer of bureaucracy between the schools and the board. A significant role for EVAC has not yet been defined.

4. Mini-Schools and Building Administration - The fact that each of the voucher schools has three or four mini-schools within its walls has created an additional administrative burden on each of the schools. Each of the mini-schools has a separate faculty with its own set of needs and problems, and the principal who is responsible for each of them has found a much greater demand on his time because of the multiplicity of meetings created by the existence of the mini-schools. Furthermore, some of the additional money available to the school has gone to hire additional personnel, and this has created an additional workload on the staffs of each of the buildings. Finally the existence of individual mini-schools with their own goals and objectives and loyalties has created problems because the principals have felt an obligation to maintain an overall school integrity, and the internal conflicts between the staffs of the different mini-schools have created problems in maintaining an overall sense of a school.
5. Relationship Between Voucher Schools and Non-Voucher Schools - The fact that only 6 schools are participating in the voucher project this year has caused them to become a unit that is rather distinct from the rest of the district. While efforts have been made to maintain good relationships there has been some sense of isolation. Furthermore, the special arrangements that have been necessary in order to implement the voucher system have been complicated by the need not to give voucher schools unfair advantages in relationship to other schools in the district.
6. Decentralization - The voucher project has been very helpful in expediting the process of decentralization. However, because of the speed at which this has been accomplished some problems have arisen with regard to the limits of decentralization in a school district that is governed by a set of policies.

These problems, while formidable, are by no means insurmountable. This first year is a learning experience for everyone, and it is apparent that most of the problems dealing with logistics and excessive energy drains are peculiar to the first year and should be quite manageable in successive years.

VOUCHER ADMINISTRATION

Administration of the voucher project has presented a number of unexpected problems and obstacles, but working through these has been challenging and constructive. In the broader sense a rather unconventional form of administration had to be developed in order to avoid the creation of an additional level of bureaucracy that would have interfered with the ability of schools to act autonomously. This problem was particularly acute in the areas of both evaluation and parent counseling. For example, in a centralized school system an evaluation is designed by an expert and imposed on the participating schools. This approach was challenged on the grounds that a central imposed evaluation might not be measuring the goals and objectives of each of the diverse programs in the project. This conflict was resolved by the following compromise:

During the first year of the project there will be no standardized internal evaluation or program-by-program comparison of achievement in standardized areas. Instead, each of the programs has committed itself to develop some form of internal evaluation in conjunction with our staff, to carry out that evaluation, and make the results available to parents to help them in exercising voucher choice at the end of the year. On the other hand there has been a commitment between the voucher schools and the Sequoia Institute that at the end of the second year standardized tests will be administered and growth in both cognitive and affective areas in certain standardized areas will be measured and distributed to parents on a program by program basis. This information will enable interested parents to determine which programs have been most effective in educating children in Alum Rock.

Similarly, the parent counselling component had to develop a mode of interaction with the voucher schools which avoided a separate power structure which might be intrusive in the affairs of a given school. At the same time this unit had to maintain its autonomy in order to be effective in letting parents know about their rights under the voucher system and informing them of the options available to them. Agreement was reached that the parent counsellors were free to pursue their activities among the parents of children in the voucher system, but that individual school principals had the right to stop any activity which they found questionable until some decision on the issue was made by one of the district line administrators. The counselling staff has established the following priorities for its program:

1. Give to all parents information on all educational program options available to them and their children
2. Give to all parents information on voucher "Bill of Rights" and how to use it
3. Provide assistance in bringing about a home-school atmosphere that is supportive of school goals and objectives as defined and agreed to by parents and teachers
4. Provide education to parents on an on-going basis so that they can exercise options more wisely

Finally the Sequoia Institute has responded to a massive demand from educators across the country about the voucher demonstration that we are conducting. A number of articles have appeared in major national magazines. We have distributed in excess of 3 thousand packets of information and demand at this point seems to be growing rather than receding.

In conclusion, the present status of the project can best be summed up by reporting the consensus of one of the voucher school faculties. They felt that the demonstration was responding very positively to the program alternatives, and were benefiting in significant ways from the educational offerings that were available; however, they also felt that the faculty could not maintain its present level of output over a prolonged period of time.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

WHY VOUCHERS?

The Alum Rock School District has decided to start a voucher program in order to give you, the parent, more control over the education of your child. You will decide how your child's educational dollars will be spent. Before this program only wealthy people had any choice over the kind of education their children received, because only they could afford to shop around among private and public schools until they found one which they liked. Middle income and poor people had no choice; their children were assigned to the nearest public school, and they had to be content with whatever was offered there. Some parents were quite satisfied, but if they were not there was very little they could do about it.

In the voucher system, each parent will receive a certificate or voucher, which is worth the cost of one year of education in the Alum Rock School System. For elementary school children (kindergarten through sixth grade) this basic voucher will be worth \$679.00; for seventh and eighth grade students it will be worth \$967.00. This voucher can be redeemed only by the principal of a participating voucher school. When you choose a program for your child and he or she is enrolled, you turn your voucher over to the principal, and the money is credited to your child's program. If a program is successful and attracts many children, its budget will be large, and it will expand. If a program does not attract children, its budget will be small; eventually it will either change to attract more children or else close down at the end of the year because no one wants to go there.

A compensatory voucher equal to one-third of the basic voucher will be added to the account of each child who is eligible for the free school-lunch program. The purpose of this compensatory voucher is to help schools to meet the special needs of these children, and to offer an incentive to encourage the development of programs to improve their education. The awarding of compensatory vouchers will be confidential, and the additional funds which they bring to a school will be used to improve the education of all the children in that school.

In order to assure that parents will have real choices between different kinds of education, each of the six participating schools will offer two or more distinct programs.

If parents are not satisfied with any of these, a group of them can get together and start their own "community" school. The simplest way to do this would be for the parents to find some interested teachers in an existing voucher school and encourage them to develop the new program within their school. If this was not possible, the parents could apply to the School Board through the Education Voucher Advisory Committee (EVAC) for a start-up grant to plan their own school, and if they complied with the rules governing all voucher schools, they could obtain authorization to start their own. Another possibility would be to find an existing private school or group of educators who would be interested in coming into one of the voucher schools by making a special contract with the School Board.

We hope that vouchers will help to make the schools more responsive to the needs of children and parents, and that parents, in turn, will become more actively involved in the education of their children.

"Vouchers" - ¿Por qué?

El Distrito Escolar Elemental de Alum Rock ha decidido a empezar un programa de certificados de fondos "Vouchers" para la educación de los niños para dar a los padres más control sobre la educación de sus niños. Usted va a decidir cómo vamos a gastar el dinero para la educación de su niño. Antes de tener este programa los ricos eran los únicos que podían escoger el tipo de educación para sus niños porque solamente ellos tenían el dinero para buscar la escuela de su preferencia entre las escuelas privadas y públicas. Los que tienen ingresos medios y los pobres no pudieron escoger; se colocaron sus niños en la escuela pública más cerca y no podían quejarse. Algunos padres estaban muy satisfechos, pero si no estaban contentos no podían hacer mucho de su situación.

En el sistema de "Vouchers", todos los padres recibirán un certificado o "Voucher" que vale el costo de un año de educación en el Distrito Escolar Elemental de Alum Rock. Para los niños de la escuela primaria (de Kinder hasta el grado sexto) este "Voucher" valdrá \$679.00; para los alumnos de los grados siete y ocho valdrá \$967.00. La única manera de redimir un recibo es darlo al principal de la escuela participando en este programa. Después que escójes un programa para su niño y está matriculado, usted da el "Voucher" al principal y se acredita el dinero al programa de su niño. Si un programa es muy popular y les interesa a muchos niños, va a tener más dinero y se puede extender. Si un programa no es muy popular, no va a tener mucho dinero y para atraer más niños tendrá que cambiar el programa o estará descontinuado.

Para todos los niños que reciben el almuerzo gratis se añadirá un recibo compensatorio (que equivale un tercero del "Voucher básico"). La intención de este "Voucher" compensatorio es a ayudar las escuelas a satisfacer las necesidades especiales de estos niños y a fomentar el desarrollo de programas para mejorar su educación. El proceso de dar los "Vouchers" compensatorios será confidencial y se usará el dinero adicional para mejorar la educación de todos los niños en la escuela.

Para asegurar que los padres puedan escoger entre diferentes programas de educación, cada de las seis escuelas que participa va a ofrecer dos o mas programas distintos.

Si los padres no están satisfechos con ningunos de estos programas, un grupo de padres puede juntarse para formar su propia escuela de la comunidad. La manera más fácil de hacer este sería hallar unos profesores interesados de la escuela de programa "Voucher" y convencerlos a desarrollar un programa nuevo en la escuela. Si esto no era posible, podrían aplicar al Personal de la Escuela por el Concilio, Consejero y Comprobante (EVAC) para (dinero) para empezar su propia escuela y si están en los límites de las reglas que gobiernan todas las escuelas de "voucher" pudieran conseguir la autorización para empezarla. También podían encontrar una escuela privada o un grupo de educadores que tienen interés en juntarse con una de las escuelas de recibo por medio de hacer un contrato especial con la Junta Directiva De La Escuela.

Esperamos que los recibos nos ayudarán a hacer las escuelas más responsables a las necesidades de los niños y padres y que los padres tomarán un papel activo en la educación de sus niños.

ED 073546

TRANSITION MODEL VOUCHER PROPOSAL

A proposal to the
Office of Economic Opportunity
from the
Alum Rock Union School District
for funds to support a two-year
demonstration of an education
voucher transition model.

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I. INTRODUCTION AND SUMMARY

The Alum Rock Union School District requests a grant of \$ from the Office of Economic Opportunity to support the implementation of a transitional model of a voucher system over a two-year period. We request this funding for two years to insure the District against any possible disruptions resulting from policy decisions at the federal level. Furthermore, we wish to specify at the outset that our participation in this federally funded demonstration in no way should be construed to imply that there will be any dilution in the local control of education in our District. Final authority for all educational decisions in the District will remain with the Alum Rock School Board.

The main features of this proposal are summarized below. Cross references appear in brackets.

- I.1 The parents of each participating child will receive a voucher (or certificate) which will be worth the current average cost of educating a child in the Alum Rock School District. [See Section III.1]
- I.2 Each participating public school will develop two or more alternative, distinct educational programs. These alternatives will be developed with the active cooperation of the participating community. During the course of the experiment, we will cooperate in the development of programs sponsored by groups not currently in the public school system, and these programs, through individual contracts with the School Board, will be governed by the same rules as the public schools. [See Section III.2, III.7, III.9]
- I.3 Each parent will select for his child an educational program and school building in accordance with his evaluation of the educational needs of his child, and each child will be assured of placement in the first choice program. Students currently enrolled, and their incoming siblings also, will be guaranteed the right to remain in the school building they are presently attending. [See Section III.3, III.4, III.5]
- I.4 Admissions to each program and building will be made in a way that will maximize the satisfaction of each participant. Each new enrollee will have equal access to every program and building in the demonstration. If a building is over-applied, additional capacity will be created, whenever possible. If a program is over-

applied, additional capacity will be created somewhere in the system so that each child will be accommodated in his or her first choice program. [See Section III.5]

- I.5 The vouchers of disadvantaged children will be enhanced by a "compensatory" voucher both to help the schools meet the special needs of these children, and to encourage schools to develop programs to meet these needs. [See Section III.1]
- I.6 The budget of each program will be determined by the voucher money brought by the children who enroll in that program. In the event of transfers, a child's voucher money will be divided equitably between the two programs that he has attended. [See Section III.1, III.5]
- I.7 Each program will be required to provide information about its philosophy, practices and finances, and this information will be made available to all participating parents. In addition, community counsellors will be provided to consult with parents about program offerings and their children's needs. [See Section III.4]
- I.8 A representative advisory board will be formed to advise the School Board and Administration on decisions relating to the demonstration. [See Section III.1]
- I.9 The community will participate actively in the operation and governance of the transitional voucher demonstration. Individual schools and programs will encourage parental participation at a meaningful level in their respective decisionmaking processes. [See Section III.1, III.2, III.3, III.9]
- I.10 An on-going evaluation of the transitional voucher demonstration project will be conducted. [See Section III.11]

The goals of this program are:

- I.11 To offer all parents in the demonstration area a range of choices for the education of their children. In particular, it is hoped that the right of educational choice presently available only to the affluent will be extended to the poor and middle income sectors of the community.

- I.12 To allow schools to become more responsive to the needs of their communities and to involve parents more meaningfully in their decision-making processes as a consequence of this revised procedure for allocating educational resources.
- I.13 To stimulate parents to take a more active interest and become more involved in the education of their children.
- I.14 To improve the educational achievement of the participating students.
- I.15 To increase the level of parental satisfaction with their schools.
- I.16 Funding Commitment

The Alum Rock Union School District requests that O.E.O.'s initial funding commitment be for two years. This request is made to insure the District sufficient time to phase out of the demonstration without adverse consequences in the event that the program proves unworkable or the agency's funding should be imperiled.

We recognize that the first year of this project will be a "transition" year, and this is one of the reasons for limiting the participation to six pilot schools. In the absence of unforeseen problems we anticipate a significant expansion of the program. We commit ourselves to expand the program to include approximately 8,000 to 10,000 students during the second year if the demonstration is successful; if not, we will phase out the project at the end of the second year. If the program is successful and enabling legislation is passed, we will survey the community and school personnel to assess the desirability of moving to a full voucher program. If the project is sufficiently expanded in the second year, we request O.E.O. to commit itself to fund the program at least through June, 1977, if this is consistent with its legal authority, so that a full five-year demonstration of the voucher concept can be carried out and evaluated. If this commitment is not legal, we require that O.E.O. guarantee at least one year of advance funding at all times in order to assure the District of an orderly phase-out in the event that decisions at the federal level should endanger funding for the project.

II. BACKGROUND

On July 15, 1970, a representative of the Center for the Study of Public Policy (C.S.P.P.) made a presentation to the Special Study Committee of the California State P.T.A. on the projected O.E.O. demonstration of educational vouchers. The Superintendent of the Alum Rock Union School District attended this meeting and invited the C.S.P.P. representative to come to Alum Rock in order to explore the possibilities of developing a demonstration. After a sequence of meetings between representatives of the C.S.P.P., O.E.O., Alum Rock Union School District, and community representatives during the summer, a decision was made to apply to O.E.O. for a grant to study the feasibility of undertaking an education voucher pilot project. The Alum Rock School Board approved this application by a unanimous vote of the members present at its meeting on September 3, 1970.

This application was accepted by O.E.O. and funds to carry out the feasibility study became available to the District in February, 1971. An Educational Voucher Committee (E.V.C.) was convened consisting of representatives of the public and private schools, business community, Governor's Office, existing community groups, and a student. The Center for Planning and Evaluation of the Santa Clara Office of Education (C.P.E.) was hired to provide technical support for the E.V.C. C.P.E. developed and distributed informational brochures, conducted opinion surveys, arranged for media coverage of the study, and generally provided staff work for the E.V.C., its chairman, and its executive director, the Deputy Superintendent of the Alum Rock Schools.

A series of public meetings was announced to discuss the issues with community residents and to solicit their reactions. The public meetings generated earnest and, at times, heated discussions and tended to draw the same group of interested people each time. It was difficult to assess the community's opinion from these meetings.

Surveys were then conducted which indicated a significant level of support from parents, teachers, and administrators. The surveys also revealed that many members of the community felt that they were not sufficiently informed to make a decision. An important feature of the study was the willingness of the Alum Rock teachers and their organizations to consider the proposal on its merits. Full details of the conduct and conclusions of the feasibility study can be found in the final report of C.P.E. to O.E.O. [Final Report- Alum Rock Union School District Voucher Feasibility Study]

In trying to draw up a recommendation to the School Board, the E.V.C. was faced with two crucial areas of uncertainty. First, in order to develop a full voucher demonstra-

tion, California state enabling legislation was required. Second, a School Board election was pending within a month of the end of the study, and there was some reluctance to impose a decision of such magnitude on new Board members. Therefore, the E.V.C. recommended that the Board postpone making a decision until enabling legislation had been passed.*

In the interim, the District applied to O.E.O. and received a continuing planning grant to fund a staff training program to explore the issues of increased decentralization and autonomy for principals and teachers in six pilot schools. The District hired the Center for Human Resources and Organization Development of San Jose, which began to conduct this training sequence in the fall of 1971. Its activities concentrated on developing the abilities of the various groups to improve communications and evaluate their own group processes. As a result the principals and staffs became eager for greater autonomy, with full awareness of the risks inherent in such a position.

In January, 1972, convinced that greater decentralization was desirable, but unable to move towards a full voucher system in the absence of legislation, the principals and central staff developed a plan which embodied many of the key features of the voucher model developed for O.E.O. by the C.S.P.P., and yet did not require enabling legislation for initial implementation.

The plan was further refined with the assistance of C.S.P.P. staff, and O.E.O. was asked to fund the modified plan. The Division of Experimental Research of O.E.O. indicated an interest in the project, provided that certain basic features of the original model were maintained. Subsequently, the staffs of each of the six pilot schools voted to participate in the proposed demonstration.

On March 8, 1972, the Alum Rock School Board unanimously authorized the Superintendent to develop a proposal to O.E.O. for the demonstration. Recognizing the need for community and staff participation in the development of the project, a three-day conference was held at Santa Clara University from March 21 to March 23 to write the first draft of the proposal. Fifty-five people participated in this conference: principals, teachers, and parents from the six pilot schools, representa-

* Time was also a factor, since California legislation does not take effect until sixty-one days after signing. This stipulation implied that even if enabling legislation did pass after the middle of July, no demonstration could be conducted during the following school year. Subsequently, the bill was defeated in committee, although similar legislation has been re-introduced in the current session.

tives of the teachers' organizations (A.R.T.A. and A.F.T.), P.T.A. representatives, central staff, and representatives from the C.S.P.P., H.R.C., and O.E.O. Small groups were formed and each was assigned to develop a position on one facet of the program. Each committee's preliminary results were typed and distributed to the whole conference and then new groups reviewed these outputs and suggested modifications. This sequence was repeated; final positions were negotiated by all the participants and adopted by consensus. This effort was extremely productive, and the recommendations produced by this conference provided the basis for the present proposal which was presented to the Alum Rock School Board at its meeting on April 12, 1972.

III. OPERATIONS

III.1 Voucher Mechanism

The voucher mechanism is a new system for allocating educational funds. Its underlying purpose is to improve the quality of a student's education by making schools more responsive to student needs and accountable for educational performance. Central administration, instead of transferring fixed amounts of money to individual schools, will issue vouchers worth a prescribed amount to the parents of all students who will be attending participating schools. The parents will select an educational program from the alternatives available and give their child's voucher to the school of their choice. In turn, schools will receive their financial support by redeeming the vouchers collected from students enrolled.

This process will permit families to express confidence in a given program by choosing to enroll their children in it, thereby allocating their educational dollars to support it. Schools and programs which are not attracting students will continue to lose resources until they respond to the needs perceived by the parents.

The vouchers will be issued in two parts. The first, or basic voucher, will be equal in value to the amount of money spent per child by the District in the preceding year, excluding the special funds indicated in Exhibit I.

The second, or "compensatory" voucher will be allocated to disadvantaged students to permit schools to meet the special needs of these children, and to encourage schools to develop programs to meet these needs. The compensatory voucher will defray the additional expense of educating children who traditionally have fared most poorly in the

schools. It will provide for additional services without adding to the financial burden of the school they attend. The confidentiality of children receiving the compensatory vouchers will be preserved. It is important that the recipients of compensatory vouchers not be publicly identified. The creation of a special class of "compensatory" students would be likely to produce adverse educational and personal reactions among students and faculty. When schools redeem vouchers, they will receive the amount attributable to the compensatory students enrolled. Guidelines for confidentiality will be developed locally. Compensatory voucher recipients will be identified solely for educational and management purposes.

A school may then provide the educational services its students require without reference to whether or not a specific student is a recipient of a compensatory voucher. The net effect of this will be to help remedy the somewhat arbitrary test of eligibility described in the conclusion of this section and provide equitable educational opportunity for all children enrolled in the school.

III.1.1 Computation of Basic Voucher

As noted above, the first or basic voucher will be equal in value to the amount spent per pupil in the preceding fiscal year. The amount budgeted in 1971-72 was \$678.98 for K through 6th and \$966.54 for 7th and 8th grades. The difference in amounts is due to higher program costs in 7th and 8th grades because of departmentalization.

In determining the amount of actual per pupil expense we omitted special program funds, such as Building Fund, Repayment Funds, and Miller-Unruh Funds, to identify the ongoing cost of education in the District. Exhibits I and II are based on the final budget, 1971-72, Alum Rock Union School District, dated August 9, 1971, and student enrollment data as of February 28, 1972, taken from Alum Rock Union School District enrollment report form A-104.

EXHIBIT I - BASIC ENROLLMENT DATA AND EXCLUSIONS FOR CALCULATING
BASIC VOUCHER VALUE

Enrollment Report as of 2/28/72	Total Enrollment	<u>15,890</u>
	Enrollment minus Special Education Students	<u>15,192</u>
Voucher School Enrollment	<u>w/Special Ed. Students</u>	
Cassell 701	734	
Pala (M.S.) 547	558	
Meyer 707	750	
Miller 542	566	
McCollam 578	630	
Goss <u>651</u>	<u>651</u>	
Total 3,726	3,889 (3,331 elementary + 558 middle school)	

1971-1972 Budget

Total Budget \$14,156,976

Deductions

OEO + PL 874	112,756
Federal Funds	912,351
Preschool Aid	85,151
Special Education	638,185
Miller-Unruh	96,530
Mentally Retarded	79,281
Bldg. Fund Repayment	40,761
Public School Bldg. Fund Repayment	729,151
Educ. Handicapped	27,656
Children's Center	<u>4,000</u>
	\$ 2,725,822

Budget - minus deductions

\$11,431,154

EXHIBIT II - PER PUPIL COST ANALYSIS BY ELEMENTARY SCHOOL COSTS,
MIDDLE SCHOOL COSTS AND GENERAL ADMINISTRATION
COSTS

(Excluding Federal Funds and Special Education)

Total Students (including Special Ed.)	15,890
Middle School	4,297
Elementary School	11,593

Elementary School Costs

Salaries & expenses (\$4,995,410/11,593 students)	\$ 430.90
Music (67,283/11,593 students)	5.80
Miller-Unruh (Local contribution 38,679/11,593)	3.33
General Administration costs (see below)	238.95
Total Elementary School PPC	<u>\$678.98</u>

Middle School Costs

Salaries & expenses (\$1,427,166/4,297 students)	\$ 332.13
Art (83,138/4,297)	19.35
Foreign Language (34,780/4,297)	8.09
Home Economics (94,944/2,149 girls)	44.18
Industrial Arts (96,407/2,149 boys)	44.86
Math (175,407/4,297)	40.82
Music (114,485/4,297)	26.64
P.E. (165,108/2,149 boys)	76.83
P.E. (160,587/2,149 girls)	74.73
Reading (38,483/4,297)	8.96
Science (73,283/4,297)	17.05
Interscholastic sports (10,100/4,297)	2.35
Library (67,306/4,297)	15.66
Counselling (70,218/4,297)	16.34
Subtotal	<u>\$ 727.99</u>
General Administration costs (see below)	238.95
Total Middle School PPC	<u>\$ 966.94</u>

General Administration Costs

Summer Session (\$79,945/15,890)	\$ 5.03
Home and Hospital (10,575/15,890)	.67
Mentally Gifted Minors (85,367/15,890)	5.37
Basic Supplies (68,000/15,890)	4.28
Educ. Media (118,540/15,890)	7.46
Instruct. Admin. (36,438/15,890)	2.29
R & D (8,490/15,890)	.53

General Administration Costs (cont'd)

Special Services (Local costs)(62,630/15,890)	\$ 3.94
Central Dupl. (18,660/15,890)	1.17
Inservice Education (115,199/15,890)	7.25
Meals for Needy Pupils (32,918/15,890)	2.07
Home-School Bussing (183,467/15,890)	11.55
Nursing Service (187,233/15,890)	11.78
Psychological Services (94,688/15,890)	5.96
Governing Board (261,043/15,890)	16.43
Attendance Service (43,438/15,890)	2.73
District Administration (56,103/15,890)	3.53
Leave Program (7,000/15,890)	.44
Personnel Services (97,532/15,890)	6.14
Business Services (209,295/15,890)	13.17
Fringe Benefits (787,759/15,890)	49.58
Maintenance (340,689/15,890)	21.44
Operations (793,111/15,890)	49.91
Community Relations (14,850/15,890)	.93
Community Relations (12,642/15,890)	.80
Community Use of Facilities (25,990/15,890)	1.64
Community Action Program (3,000/15,890)	.18
Community School (Local costs)(13,258/15,890)	.83
Total General Administration PPC	\$ 238.95

III.1.2 Computation of Compensatory Voucher

We propose that the amount of the compensatory voucher be one-third of the amount of the basic voucher, and that the test for eligibility for the compensatory voucher be the self-declaration by the family of eligibility for free federally funded lunch programs. The purpose for establishing this means test for compensatory vouchers (rather than educational criteria) is the relatively high correlation between student performance and family income and the relative ease of determining eligibility. In addition, the annual income eligibility for receipt of free lunch in California is \$4,000 for a family of four which approximates the income poverty guidelines used by the Office of Economic Opportunity.

We have discarded one seemingly convenient index of family income, eligibility for AFDC, because upon examination it is of limited utility. Typically, AFDC eligibility is contingent on the absence of the head of the household, and we believe that any criterion which tends to exclude families with both parents contradicts the objectives of the program. The use of AFDC case-load figures skews the statistics purporting to represent the actual number of disadvantaged students in Alum Rock.

The maximum amount of money for distribution to participating disadvantaged children in the form of compensatory vouchers is \$442,070. This dollar amount is determined by estimating the percentage of children who would be eligible to receive free lunches if they ate in school. For computational purposes, we have assumed that roughly the same percentage of children who now receive free lunches would be eligible for them in the demonstration and therefore eligible for compensatory vouchers.

This \$442,070 represents the maximum number of dollars available for distribution for initial year compensatory funds for the six school demonstration. Eligibility for a compensatory voucher will be determined solely by eligibility for the free lunch program, not participation in it. No child may receive a compensatory voucher worth more than one-third of the value of the basic voucher as projected in this proposal. In the event that there are more children eligible for compensatory vouchers than we have projected, the amount of each compensatory voucher will be reduced so that each eligible

child can receive his share of compensatory funds within the fixed budgetary figure. Any unutilized money in the compensatory voucher fund will be carried over to the compensatory voucher funds for the next year of the project, but that year's grant will be reduced by that amount.

Exhibit III displays the calculations used to arrive at the amount of the compensatory voucher.

EXHIBIT III - COMPENSATORY VOUCHER COST ANALYSIS

Five Elementary School Enrollment + 6th Grade Palz	3,423	
50% Eligible for Compensatory Voucher	1,711	
1/3 of Elementary School Basic Voucher	226	
Eligible Students x Comp. Value (1,711 x \$226)		\$386,686
One Middle School Enrollment (7th & 8th Pala)	466	
27% Eligible for Compensatory Voucher*	126	
One 7th Grade (Goss)	92	
50% Eligible for Compensatory Voucher	46	
Total Eligible Middle School Students	172	
Eligible Students x Comp. Value (172 x \$322)		<u>\$ 55,384</u>
Total Compensatory Voucher Value		\$442,070

Per Pupil Compensatory Voucher:	K-6	\$226
	7-8	\$322

An inconsistency appears to exist between the first two exhibits and Exhibit III because of the limitations of the existing accounting systems: current records do not display any excess costs for sixth graders enrolled in Middle Schools. We treat sixth grade costs as equal to the cost of every other grade, K through five, because the permissive override tax monies used to support middle schools are restricted by law to seventh and eighth grades.

* As defined by eligibility for free lunches.

III.2 Participating Schools and Programs

Six schools* within Alum Rock District have been selected for the initial demonstration project, with a target date of September, 1972.

The six schools with the number of faculty, administrators, classified employees and students as of February, 1972, are:

		<u>Faculty</u>	<u>Admin.</u>	<u>Class.**</u>	<u>Students</u>
Cassell	(K-5)	29	1	13	734
Miller	(K-6)	22	1	11	566
McCollum	(K-5)	24	2	9	630
Meyer	(K-5)	32	2	12	750
Pala	(6-8)	29	2	14	558
Goss	(K-7)	26	1	9	651
					3,889

These six schools and their attendance areas comprise a nearly contiguous geographic area approximately 3 miles long and 2 miles wide.

III.2.1 School Autonomy

The single most important change in the six participating school buildings from the standpoint of school administration will be the emergence of autonomy. The need for this is clear: because a program derives income by redeeming vouchers submitted by students enrolled, its staff members must be in a position to tailor their offerings to their students' needs; otherwise, this form of accountability is meaningless. Thus, we foresee the program administration and staff as exclusively responsible for their own policy and curriculum.

III.2.2 Program Management

The requirement that each school offer at least two distinct programs presents interesting organizational challenges and opportunities, and we have explored the idea of programatic organization rather than building organization. In this case, a "principal" would become an educational

* Throughout this proposal we shall consistently distinguish between "schools" (meaning buildings) and "programs" referring to the distinct educational alternatives within each building.

** Includes part-time paraprofessionals.

program manager who would be responsible for one or more programs which would be conducted simultaneously in several buildings. Although this does run counter to a literal interpretation of building autonomy, it correctly emphasizes the primacy of educational programs in this proposed pilot project.

Because we have no actual experience in inter-building program management of the kind we visualize, we cannot project a final model of school organization. It is likely, however, that some blending of styles will emerge as the dominant form. The more traditional, which leaves the building principal in charge of all programs within his school, embodies the disadvantages inherent in a situation in which loyalties conflict. Can a principal adequately manage two programs when he is personally convinced one is superior to the other?

Alternately, can a principal do any program justice if he is not wholeheartedly committed to the educational superiority of a single program?

The other organizational style consistent with multiple program offerings, the program manager, provides unitary management of the single program in the building or buildings in which it is offered. The principal program manager would retain a "home base", but he would not manage a building as a whole. In turn, routine building administration would be handled by a "building" manager, similar to business managers.

Theoretically, the use of program managers and building managers has much to recommend it. Program managers can ration time in response to teaching and administrative responsibilities. For example, programs that are modest in size, or that require relatively small administrative supervision can be conducted by a teaching program manager. As programs enlarge or become complex, the program manager's direct teaching duties can be reduced. The important point is that program management, as we envision it, provides needed flexibility in an experiment of this kind and may provide a new form of school organization.

Similarly, a building manager's services can be provided under contract for one or several buildings, freeing program managers to invest more time and energy in the instructional program.

The theoretical advantages and disadvantages of each method are several; the program management concept may lend vitality to the various programs, but it could create a larger administrative overburden than the traditional arrangement. Questions of this kind cannot be answered in the abstract and should be treated as one of the many issues

that the experiment itself will help to resolve.

III.2.3 Middle Schools

A special problem exists for our proposed demonstration with regard to middle school children. Only one of the six participating pilot schools is a middle school, and consequently the choices available to these children would seem to be rather limited. Nevertheless, we believe that this school (Pala) should be included for several reasons:

- 1) The fact that only one middle school will participate during the first year does not imply that middle school children will have no choice; the transitional voucher model is set up to create program alternatives within existing buildings, and therefore program options will be available to participating middle school children.
- 2) Other participating K-6 schools have indicated a strong interest in developing programs to attract middle school students during the first year, and this development will provide additional options for these children.
- 3) In the anticipated expansion of the transitional voucher model during the second year, additional middle schools will probably participate; we would consider this to be a highly desirable development, and we believe that Pala's participation in the first year will make it more likely that other middle schools will enter the program next year.
- 4) The problems of middle school education are some of the most pressing ones facing American educators, and every effort should be made to encourage innovation in this area; Pala's participation will certainly contribute to such exploration.
- 5) The principal and staff of Pala are very eager to participate in the project, and it would be a tangible loss to dissipate this support by excluding Pala from the first year of the program.

III.2.4 Program Development

In order to develop alternative programs within the limited time available before September, 1972, we foresee the

need for intensive program development work throughout the spring and summer. We expect parents to be involved extensively in this development process, and funds must be available from OEO to pay school personnel and parents for the extra time which they contribute to this planning process. Further discussion of this aspect of the program will be found in Section III.6.2, In Service, and Section III.12, Finance, which includes the proposed budget.

III.2.5 New Schools

We foresee additional educational alternatives being offered by groups within our present system as well as groups not currently associated with our public schools. We will encourage such outside groups to participate in order to enrich the range of choice being offered to students and to allow new approaches to enter the system without unnecessary obstacles.

These new programs could arise in the following ways:

- a) Existing schools could "spin off" new programs in response to needs emerging during the year.
- b) Additional public schools could opt to enter the transitional voucher program.
- c) Community groups could develop new programs in cooperation with local or outside educators by making their proposal to the E.V.A.C. (III.6.4).
- d) Outside groups could develop programs and try to interest parents in supporting them.

An extended discussion of the rules and procedures governing new schools will be found in Section III.9, New Schools.

III.3 Participating Children and Their Families

The children participating in the voucher program will be those who would normally attend the six pilot schools. The population is heterogeneous with significant minorities of Spanish surname (48.9%), Black (10.7%), and Asian (3.7%) students.

III.3.1 Guarantees of Real Choice

In principle, the voucher mechanism offers a choice to all participating students, but it is clear that this choice could be illusory because of the absence of alternative programs, parents' unawareness of the existence of certain programs, difficulty in obtaining transportation to the program of choice, limitations of capacity in popular programs,

or preferential admissions procedures that might exclude "undesirable" children. In order to guarantee a real choice to each child, we propose the following safeguards.

III.3.2 Existence of Alternatives

Each participating public school building shall offer at least two (or more) distinct programs. These programs will be chosen and developed by the staffs of each school in cooperation with the people of the community which they serve. We propose that OEO provide funds to support these planning efforts (see Section III.6.2. for further details). In subsequent years new offerings could be developed by groups of educational innovators from inside or outside of the public school system. The conditions under which outside groups would be permitted to participate are described in Section III.9, New Schools.

III.3.3 Transportation

In order to assure that each child can attend the school of his choice, transportation must be provided to supplement the bussing services presently being offered by the Alum Rock School District. Any incremental bussing costs will be paid by OEO.

III.3.4 Counselling and Information Dissemination

In order to guarantee that each parent will be fully apprised of the nature of the demonstration and the alternatives available to his child, we propose to inform parents through written notices, public meetings, media presentations, and existing community organizations. Furthermore, we propose to create a group of knowledgeable community counsellors with bilingual capacity who will conduct an outreach program to assure that every eligible parent will be contacted. The details of this effort are described in Section III.5, Information and Counselling.

III.3.5 Open Enrollment

All newly entering children (either kindergarten or transfers) will be free to apply to any program in any school in the demonstration and will have equal chance of success to any program and school. For children presently attending these schools, however, we recognize the strong feelings of parents (both majority and minority) that their children should not run the risk of being uprooted unwillingly from

their present schools because of this demonstration. Therefore, we intend to guarantee to every child presently enrolled the right to remain in his present building. This still leaves such a child with the choice of alternatives within his present school or the option to voluntarily apply to another school. Younger siblings entering kindergarten should also enjoy preferential admission to the schools which their older siblings attend.

III.3.6 Variable Capacity

In order to maximize the possibility for each child to gain access to the education of his choice, we intend to encourage the development of a variable capacity in each program. In particular, we envision the possibility of staggered scheduling, use of portable classrooms, intensive use of underutilized space, and, when necessary, the extension of programs into other buildings. The six schools selected for the pilot project currently have 10% excess capacity on the average. Finally, if a group of parents is still not satisfied with the choices available, the voucher mechanism offers the realistic possibility for them to start new programs. We propose that OEO provide start-up money to assist such groups through their planning phases. While we have not reached a final conclusion on the precise mechanism for making start-up funds available, we do believe that vouchers should be used for start-up as well as operating funding. A start-up fund will be set aside and money will be allocated to a new school in an amount proportional to the number of children who commit themselves to attend it. In addition, a group of parents interested in starting a new school might be permitted to draw a fixed amount against anticipated vouchers to provide start-up funding. "Voucherizing" the start-up system is highly desirable in that it reduces the likelihood of whimsical or capricious requests for new programs. At the same time it will maintain a constant relationship between prospective program size and funding for program planning and program implementation. More detail is provided in Section III.6.

III.3.7 Special Education

Many features of the voucher concept are already standard practice in the field of special education. Parents of children eligible for special education programs can choose whether or not to enroll their children in special education classes. Furthermore, the special education funds allocated to these programs are proportional to the number of children enrolled.

Several of our participating pilot schools currently operate programs for approximately 165 special education pupils, and the question has been raised whether or not these children should be included in the voucher demonstration. We believe strongly that they should be included for the following reasons:

- 1) Special facilities have already been set up with special state funds in some of the participating schools, and these could not be moved.
- 2) Furthermore, we believe that for most of these children segregating them at all times is educationally unsound; we currently make considerable effort to assure that a significant amount of their time in school is spent in regular classes. Because of these two factors a very awkward situation would be created if the special education children were excluded from the voucher process.
- 3) Since one of the goals of the OEO project is to improve the education of disadvantaged students, we believe that it would not be sensible to exclude special education students from the benefits of the voucher program, particularly the additional funds that would be available through the compensatory voucher.

We wish to specify that funds earmarked for special education will be available only at schools where special education programs are offered; if a parent of an eligible child chooses a different program in the demonstration, that child's special education funds will not be permitted to follow him.

Finally, special education funds will not be included in the computation of the compensatory voucher for special education children; their compensatory vouchers will have the same dollar value as those of other children in the demonstration.

III.4 Counselling and Information Dissemination

III.4.1 Information Agency

A thorough program of informing the parents about both the nature of the voucher mechanism and the educational alternatives available is essential for the effective operation of this pilot project. Therefore, we propose to establish a single, centralized educational information unit to collect and verify information about the participating schools and transmit this data in a comprehensible way to parents. In order to carry out this task, we shall require each participating program to submit detailed information

about its programs and finances to the information unit.

III.4.2 Required Information

In particular, we shall require the following information:

- a) Educational philosophy and program: Each program will submit a statement describing its method, emphasis, techniques, philosophy, and objectives.
- b) Staff profile: A description of the teaching and administrative staff, including years of service, educational background, specialties, etc.
- c) Budget: A breakdown of the program's budget indicating amounts and percentages spent on salaries, equipment, materials, etc.
- d) Governance: A description of how policy decisions are made in the program, including the extent to which parents are involved in the process.
- e) Class size: The number of children per certified teacher, the number of aides, and the total number of children per adult.
- f) Evaluation: A statement of how the students, teachers, and the program itself will be evaluated. For example, will students be graded? How will parents be informed of their child's performance--report cards, conferences, written evaluations, or not at all? Will children and/or parents participate in the evaluation of staff and program?
- g) Communications: A description of how the school intends to communicate with parents (written notices, meetings, conferences, home visits, telephone conversations). This statement should include some indication of the desired level of parent involvement, (e.g., one hour per month during school hours, supervision of homework assignments, attendance at P.T.A. meetings, etc.).
- h) Other information: Each school should be entitled to submit additional information which it considers important for parents to know. Furthermore, as the demonstration proceeds, additional information may be required in response to requests from parents or suggestions from participating schools.

III.4.3 Channels of Information

Recognizing the difficulty and importance of reaching every parent, the information unit will use a number of communication channels to assure that each parent is informed, including:

- a) School meetings: Meetings to present the voucher concept and discuss the available educational alternatives will be held in each of the six schools. The scheduling of these meetings will be staggered to allow parents who miss their meeting to attend one at another school. Announcements of these meetings will be in English and Spanish and an interpreter will be present at each meeting to present the information in Spanish.
- b) Written material: Written information explaining the demonstration and providing information on available programs will be distributed to each parent. This material will be available in Spanish and English; it will be presented in a short form at a simple reading level, and also in a more extended and detailed format. Each parent will receive both of these documents.
- c) Media: Every effort will be made to use radio, television, and newspapers to present basic information about the demonstration and the alternative programs.
- d) Individual meetings: Parents who do not respond to the foregoing measures will be individually contacted by community counsellors. Furthermore, parent conferences may be arranged including combinations of the following people: parents, children, teachers, principals, community counsellors, or other interested parties.

III.4.4 Timetable for Parent Counselling

We intend to devote the entire month of May to providing information and counselling to the approximately 3,000 sets of participating parents. These parents will first be contacted by a mailed letter which will briefly outline the nature of the proposed demonstration and the alternative programs of all of the six schools and will also include an invitation to parents to attend a meeting which will attempt to further explain the program. In addition other available sources of information will be identified such as home visits, or individual school contact. The parent meeting will be followed by parent-teacher conferences and counselling to determine the best possible placement of the individual

child, and we will encourage the child to participate in this. We will contact all parents by mail, phone, or personal meetings by the end of May.

Before June 9 all parents will be required to submit their preferences for the programs and school buildings of their choice. The details of this procedure will be discussed in Section III.5, Admissions.

A team of bilingual counsellors will continue to deal with problems directly related to this program throughout the year.

The counselling staff will consist of counselling teams with bilingual capacity, each including one professional and several para-professionals.

III.4.5 Expected Questions from Parents

The following questions are some of those to which counsellors should be prepared to respond:

- a) What will the role of the teacher be in counselling?
- b) What will the role of the parent be in counselling?
- c) What is the program about?
- d) Where is it going to be located?
- e) Which schools are involved and why?
- f) Is participation voluntary?
- g) What happens to parents who don't want to be involved?
- h) Will it be possible to transfer from alternative programs to traditional programs?
- i) Why is Pala the only middle school involved?
- j) What effect will this have on primary school graduates?
- k) Will the program include kindergartens?
- l) Is it possible to expand participating K-5 or K-6 to K-8?
- m) How are the children going to be transported?
- n) What happens if a parent is not satisfied with his choice?
- o) How difficult will it be to switch a child if a program does not suit him?
- p) Is there cost to the parent?
- q) Will this affect our taxes?
- r) Will there be a quota in schools or programs?
- s) How will the admissions procedure work?
- t) What happens to a child who can't adjust?
- u) Where can I get more information?
- v) How will this affect special education classes?
- w) Will children be in reading groups?
- x) How do we assimilate volunteers into alternative schools?

After the children have been placed in the programs of their choice, an ongoing counselling effort will be maintained

during the year to inform new residents, advise transferring students, and prepare parents whose children will be coming into the program during the 1973-74 academic year.

The para-professional counsellors will be residents of the demonstration area who know many of the people in their communities. Spanish speaking para-professionals will be employed as needed to ensure adequate communication with Spanish speaking families.

III.5 Admissions

Because one of the key elements of a voucher system is the maximization of parental choice in selecting a student's school, a carefully designed admission procedure is essential. We propose a system of open enrollment within the six participating schools subject to the constraints listed below.

III.5.1 Current Enrollment

Children currently in attendance at a given school building must have a right to continued attendance. We are convinced that any system that would "bump" otherwise satisfied students and their families would be wholly unacceptable in Alum Rock. Moreover, preferential treatment of siblings must be included if the experiment is to succeed. The prospect of members of the same household involuntarily attending different schools is unacceptable.

Beyond this, we believe that each incoming or transferring student should have equal access to every program and building in the demonstration. Furthermore, we believe that each child should be guaranteed access to the program of his choice, although we cannot necessarily guarantee that he will be able to attend this program in the school building of his choice. In the event that a given program in a given building is over-applied, presently enrolled pupils and their siblings who apply will be admitted, and the remaining places will be allocated on the basis of a fair and impartial selection procedure among the rest of the applicants. Those students who are not selected will have the right to enter the same program in a different building or else apply to a different program in the original building or some other building.

III.5.2 Integration

From the figures presented in Section III.3 on the ethnic makeup of the participating schools, it is clear that they are presently well integrated. Therefore, by guaranteeing

present enrollees the right to remain in their present schools, we minimize the possibility of increasing segregation. While we are firmly committed to prevent racial polarization from developing, we believe that this admissions procedure will maintain a high level of integration in each school and provide parents with the opportunity to demonstrate their commitment to good education rather than to racial bias. In the unlikely event that segregated enrollment patterns do emerge during this demonstration, we are prepared to assure racial integration in whatever way is necessary. It will be the responsibility of the Educational Voucher Advisory Committee to report quarterly to the School Board on the racial and ethnic composition of the various schools.

III.5.3 Excess Capacity

Each of the six participating schools at the current time has approximately 10% excess capacity. This fact will be of great importance in the initial period of the pilot project. While we do not know in advance the number of transfers that will result, the excess capacity of the various schools will minimize dislocations.

Nevertheless, it is possible that one or several schools and programs will receive excess applicants and we propose that program expansion to accommodate these applicants be required. This device will eliminate the necessity for lottery selection at the program level, for each student will be assured placement in the program of his choice.

The requirement that each school offer at least two programs will make this possible; similar programs conducted simultaneously at several different sites will permit a greater degree of variable capacity because the program limit will not be the physical capacity of a single building. Thus, a program with students in two or more buildings can expand or contract more easily than one which is confined to one site.

Because the number of participating students is fixed, and the prospective enrollment in any given program is variable, it is physically possible to guarantee each student his first program choice. Any program with excess applicants can expand by using another site. Thus, although a given student cannot be guaranteed assignment to a given program in a given building, he can be assured of his ability to pursue the program of his choice at one of several locations.

III.5.4 Program Assignment

Guaranteeing program assignment will not compromise a student's right to remain in his current school building. Thus, families which attach primary importance to continuous attendance at the original school of enrollment will be satisfied. Exercising this right, however, will limit the student's choice to the programs offered in that building. This device will hopefully decrease the significance of attending a given school building and increase family awareness of program options by encouraging consideration of educational trade-offs. Is the convenience of attending the school of original enrollment of greater value to a family than transferring to a building which provides the educational program the family prefers?

The mechanism to implement placement of students must be direct and easily understood, and the program organization discussed above lends itself to a straightforward placement system.

III.5.5 Placement Procedure

Students currently enrolled in a given building who wish to stay there will exercise their option to do so. Incoming siblings who wish to follow older siblings in the same building will exercise their option. In addition, these students will be placed in the program offered in "their" building which they wish to attend.

All parents not exercising "squatters" rights, including incoming kindergarten students, new students from outside the demonstration area, and transfer students within the demonstration area will be required to identify both program and building choices. Because of the program expansion requirement discussed earlier, all of these students will be assured of placement in their first choice program. They may, however, face some uncertainty about building assignment depending upon the demand for a given building.

Each incoming parent will be asked to make a maximum of three program/building choices. In the unlikely event that none of these combinations can be satisfied, the program choice expressed in the first combination will be guaranteed. An outline of our proposed selection and placement procedures follows:

1. Central administration will provide all voucher families with application forms.
2. Families will complete these forms and return them.

3. All children who were previously enrolled may exercise their right to remain in the same building, but their program choice will then be limited to the alternatives being offered in that school. Within this constraint, these children (and any of their younger siblings who so desire) will be placed in their first-choice program.
4. The remaining students will indicate three preferred building/program choices. If no school building receives more applications than its expanded capacity can accommodate, each child will be assigned to his first-choice building and then the capacity of each program within that building will be adjusted so that each child can attend his first-choice program as well.
5. If some buildings are over-applied beyond their capacity to expand, first choice building/program combinations will be satisfied for as many children as possible by some impartial selection procedure such as a drawing.
6. For children who do not receive their first choice building/program preference, the same procedure will be followed with their second and third choices. In the event that a child cannot be accommodated in any of his first three building/program preferences, he will be guaranteed his first choice program, although this placement may not be in one of his preferred buildings.
7. All participating program administrators will be required to guarantee the enrollment of children who list their program as their first choice. Excess demand will be met in the following way:
 - a) If the program is only being offered in one building the program administrator will attempt to secure sufficient additional space in that building.
 - b) If no additional space exists in that building, the administrator will attempt to secure portables, if the Governing Board deems it financially feasible.
 - c) If (b) is not feasible, staggered scheduling will be instituted with the concurrence of the program's Governing Board.
 - d) If such scheduling is considered unacceptable, the program administrator will secure additional space either in other pilot school buildings or in other buildings in the school district.

- c) If any parent is dissatisfied with the placement of his child and in concert with the administrator of the desired program can arrange to place his child in a more preferable situation, the parent may do so within ten days after the results of the admissions procedure are announced.

For families with strong program interests, and only moderate interest in a given building, there will be no problem. We recognize, however, that some new families will attach great significance to attending a given school building. There is no way at present to project the extent of such demand, and our comments must, of necessity, be regarded as speculative. However, we are confident that the rate of placement in a preferred building will be high. Because programs will be distributed among several buildings, there will be no compelling educational reason for one building to enjoy excessive "popularity." Furthermore, if most parents prefer their neighborhood school, the probability of having over-applied buildings will be reduced even more. Thus, building preferences are more likely to be distributed, leading to a high incidence of families securing placement in the building of first choice. The extent to which families do not secure their first place building choice--even though they secure first choice of program--will have to be carefully monitored.

III.5.6 Random Selection

In the unlikely event of heavy over-application among new students and transfer students to certain buildings, we will undertake random selection procedures to guarantee fairness. A drawing for new students would institutionalize an impartial selection procedure, and eliminate the arbitrary exclusion of any student. One "spin-off" of an impartial drawing is to put "unchosen" schools on record that they must change their program offerings if they wish to attract students.

To recapitulate, throughout this discussion we have assumed that each school has at least two program offerings, as we described earlier. It is possible that some schools will have three or more, and that several schools will have similar offerings. Thus the range of choice to a given family will be quite large and the prospect of family satisfaction quite high.

III.5.7 Transfers

The potential problem in transferring students is difficult one to assess at this point in time because there is no reasonable way to anticipate the volume of transfers. However, the policies and procedures governing the allocation of a transferring child's voucher funds will in themselves shape transfer practice and incidence. Straightforward and routine pro rating of the voucher over the ten months of the school year would be likely to encourage transfers; a prohibition against pro rating would discourage transfers. A middle course which we propose calls for a sliding "front-loaded" scale which favors the child's original school. The intent of this mechanism is to permit reasonable budget planning within programs in order to reduce the possibly disruptive financial effects of transfers during the year. The chart below describes how a transferring child's voucher money will be divided between his two schools:

(Cumulative Total)

Quarter of Attendance		Percentage of Voucher Remaining with First School	Percentage of Voucher Which Follows Transferee
1st	September October November	40	60
2nd	December January	50	50
3rd	February March	70	30
4th	April May June	100	0

The rationale behind this pro rata schedule is to provide compensation for the loss of a budgeted student, but at the same time to make it financially possible for receiving schools to accept transfers even though the amount may not, theoretically, offset the additional cost associated with the transfer student's attendance. The receiving school will have the additional incentive of getting the transferred child's entire voucher allotment during the subsequent year. Furthermore, a program's reputation will be enhanced if it keeps attracting new students.

A new student coming into the demonstration site will be eligible to apply for any vacancies at any of the schools. If he is eligible for a compensatory voucher, and if monies remain in the compensatory voucher fund, the receiving school will be credited with the compensatory voucher pro-rated on a quarterly basis. Students leaving the demonstration leave their compensatory funds behind; the loss of ADA revenues for these students will be handled by the District in accordance with its present procedures.

III.6 Administration

III.6.1 General Considerations

We perceive the voucher system of allocating resources to schools as the ultimate form of decentralization. The object of decentralization is to make the educational decision-making units more accountable to the parents and communities which they serve. While we recognize that creating smaller, local boards is an important step in this direction, we believe that replacing one large bureaucracy by a few smaller ones avoids coming to grips with the fundamental problem--that many parents are reluctant to "tangle" with any bureaucracy, even a locally controlled neighborhood council. We believe that true accountability and community control may be achieved by placing the power of the purse--the control of the flow of dollars--in the hands of the individual parents of school children. This mechanism obviates the necessity for a dissatisfied parent to approach the school bureaucracy as a supplicant. He has the right to determine what group of educators will be entrusted with his child's educational dollar, and if they are unable or unwilling to be responsive to his needs, the parent, without requiring the approval of any bureaucracy, can decide to reallocate his child's educational funds to another program. For this procedure to be functional, most of the educational decision-making power must reside in the individual schools and programs which are competing for the child's support. If a program is losing support, it must have the flexibility to change without requiring multiple approvals from "above".

Because of these considerations, great care must be taken in establishing a voucher system "administration" to protect against the possibility of creating another bureaucracy which will undermine the basic objectives of the program. Certain functions clearly must be centralized, such as operating the admissions process, collecting and disseminating

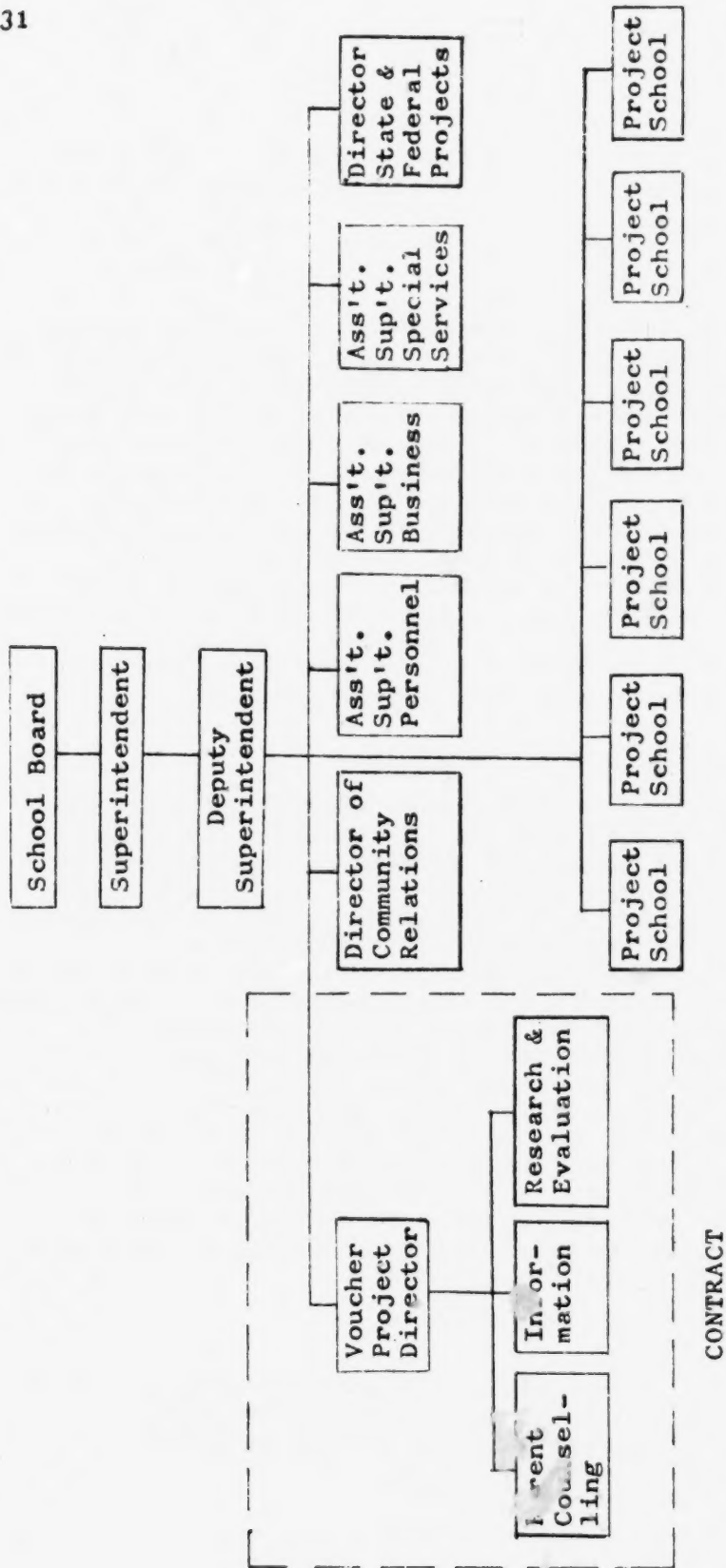
information on the system and its component programs, processing the vouchers and allocating the corresponding funds to programs, pupil accounting and financial accounting, and, in the case of this demonstration, overall evaluation of the implementation of the internal voucher system. It is equally important to specify, however, the functions which are not the province of the central administration but which must remain with the individual programs; some of these areas are educational philosophy, curriculum, staffing, texts and materials, program governance, and budgeting, with the clear understanding that this discretionary power must be exercised within the limits imposed by the California State Education Code.

III.6.2 Proposed Administrative Structure

For the purposes of this demonstration project we foresee the need to provide the following administrative functions:

- a) information collection and dissemination,
- b) counselling - to assist parents in understanding the program and familiarize them with the options available,
- c) accounting; fiscal and pupil - matching pupils to the program of their choice and keeping track of their location and records,
- d) evaluation - conducting an in-house evaluation of the implementation of the project and also providing an interface between the District and the contractor performing the national evaluation for OEO,
- e) hearing procedures - establishing fair, impartial hearing procedures for transfers, dismissals, suspensions and expulsions,
- f) coordination - a project director will be required to coordinate these functions.

The following preliminary organization chart indicates how this administrative unit would be structured:



Further details regarding the cost and staffing of this administrative structure will be presented in Section III.12, Budget and Finance.

III.6.3 Local Board

The legal responsibility for the schools participating in this experiment remains with the locally elected School Board and Superintendent. The responsibility of the Board to establish District policy cannot be delegated. The Board and Superintendent can, however, provide for the principal or program manager to assume much greater responsibility in the development and operation of the educational program.

The Board can authorize the use of vouchers by students as the delivery mechanism for school funds rather than transferring lump sums to the school. Concurrently, the Board can require the development and presentation of budgets by program, with the corollary requirement that program expenditure be tied to program review. The Board can also authorize the admission procedures described above.

III.6.4 Education Voucher Advisory Committee

There are a variety of new issues associated with the voucher demonstration, and because of the heavy work load of the existing Board, we recommend that an advisory group be created to deal with these questions. This advisory group, the Education Voucher Advisory Committee (EVAC), would have no legal status or responsibility but should act as a sounding board and community resource while the program is being developed and implemented. Its function will be to make policy recommendations to the School Board regarding the demonstration, and to work closely with the project director and his staff in making decisions about the implementation of the program. EVAC will also review and comment upon the design and performance of the voucher administrative unit. In the transition model EVAC will consist of twelve members representing the parents and staff of each school. The method of selection at each school will be determined at the school level. The new administrative unit will be responsible for providing staff support to the EVAC.

III.6.5 Jurisdictional Limits

EVAC and the administrative unit working with it would be explicitly prohibited from making curricular and fiscal decisions that are properly the role of the individual principals or program managers.

III.6.6 Central Services

In all public school systems there is a central administration which provides services in such areas as counselling, curriculum, payroll, personnel, purchasing, etc. Usually, the motivation for providing these services centrally is the considerable economies of scale which ensue. However, considerable frustrations often emerge at the building level because of the lack of flexibility imposed by the centralization of services. We would argue that the same accountability principle inherent in the voucher concept--that parents should have the option to choose the school which they feel is providing the best service for their child--should also be applicable in the relationships between the individual school programs and the provision of services to them by the central administration. Ideally, each program manager should have discretionary authority over the expenditure of all administrative costs for the children in his program. Each program manager then would determine which services are needed and whether or not they should be purchased from the central administration or some outside supplier. In turn, each service of the central administration would have to demonstrate that the services which it offered were valuable enough to a child's education that a school program would be willing to purchase their services for some of the child's voucher money.

However, to protect the District during the demonstration, certain central services such as accounting, payroll and fringe benefits must be assessed against each pupil's basic voucher value, but we have identified three central functions, psychological services, curriculum coordination and audio-visual materials, which can and should be purchased at the discretion of the individual schools and programs. In the event that the central office personnel associated with providing these services are not utilized adequately by the schools, the District may lose the funds to pay their salaries (since this money will be distributed in the vouchers and some of it may be spent elsewhere). Since we are obligated to protect our personnel during the demonstration, we can "voucherize" these central services only if OEO guarantees to reimburse the District for any losses which are incurred from this aspect of the program. The liability of OEO in this area will in no case exceed 25% of the total budget of the Alum Rock School District for the personnel providing these services (based on the projected figures for 1972-73, this maximum figure will be approximately \$70,000).

III.7 Development of Alternatives within Existing Schools

Initially, the development of alternatives is likely to be expensive and time consuming. Traditional school district practice, state mandated curriculum, and state adopted textbooks lead inevitably to the substantial uniformity among the schools of a district. The success of the voucher model we propose depends on the development of alternatives. Given a long history of homogeneous schools within a given system, it would be unrealistic to expect viable alternatives to spring to life full blown. In addition, our short lead time makes it unlikely that many new schools will be created during the first year to stimulate competition. We believe it would be a serious, even fatal error to leave the development of alternatives to chance.

At the same time, it would seriously weaken the experiment if it became necessary to channel operating revenues into large scale planning and development. Although the use of current operating revenues can be made in terms of long term development, such a course is costly in a short term demonstration. This presents special problems in light of the short lead time that is available. Thus, we are committed to the notion that adequate funding for in-service training is essential for the development of real alternatives in the six pilot schools during the first year.

Funding for alternatives should be provided as a separate category of expense, and should not be commingled with voucher revenues. We propose that OEO provide funds to support an in-service program to develop alternatives. In the initial years these funds will be divided equitably among the six participating schools. The processes of choosing which alternatives will be offered and planning for their implementation will be carried out with the maximum feasible participation of the parents in the community.

The EVAC staff should function as a clearing house and liaison to prevent costly and unnecessary overlap, but the program development role and in-service planning should be the primary responsibility of the individual school. Clerical and support staff may be purchased centrally, and the individual school should have the authority to employ consultants, conduct workshops and seminars, and undertake in-service training as needed.

III.8 Certified and Classified Employees

Full protection as provided by the California State Education Code and Alum Rock School Board Policy will continue

to be extended to all participating certified and classified employees in the demonstration project. If any legislation is passed to permit changes regarding certified employees rights these shall be negotiated through the Certified Employees Council.

III.8.1 Tenure and Seniority

Certified employees who participate in the demonstration shall retain all tenure and seniority rights, and shall continue to accrue these rights during their participation in the demonstration.

III.8.2 Transfers

Any certified employee in a participating school who does not wish to participate in the program may transfer to a non-participating school, provided that such vacancies exist. Furthermore, teachers in non-participating schools who wish to participate may apply for any vacancies in the participating schools. Participating certified employees should have maximum freedom possible to choose to teach in a program that is compatible with their own educational philosophy.

III.8.3 Displaced Certified Employees

In the event that shifting enrollment patterns decrease a program's budget to the point where the salary of one or more staff members cannot be covered, surplus certified employees will be removed from that program. If a certified employee is displaced from the program, the following procedure will be followed:

- a) The administrator of the demonstration will assist the certified employee to find another program within the demonstration which has additional staff needs and which is mutually acceptable to the certified employee and the program.
- b) If no such position is available, the Alum Rock School District will undertake to find a suitable position in the remainder of the District.
- c) Prior to a commitment to move to step (d) (teacher contract buy-up) written documentation shall be provided to OEO as assurance that steps (a) and (b) have been pursued in good faith.
- d) In the extreme case that there is no position available

in the entire school district, funds will be provided to support that certified employee at his present salary level until another position can be found. In no case will this support be extended for more than the remainder of the school year plus one full academic year. A maximum dollar value for these contract buy-ups appears in the budget. During the period when a certified employee is being paid without working, he will be required to negotiate with the demonstration board a plan for the constructive use of his time in a way which will improve his ability to provide services needed by the District.

III.8.4 New Teacher Role

In the event that the staff of a program determines the need for additional management, they may select a member of their program to provide such services. This position would entail additional responsibilities and, consequently, additional remuneration to be determined by the planners of the program in conjunction with the staff member selected, within the constraints of the program's budget.

III.8.5 Counselling and Evaluation of Teachers

- (a) A counselling service shall be established to assist certified employees on any aspect of the demonstration. All certified employees who wish shall be interviewed by an impartial party selected by the local teachers' organization and approved by the Superintendent to establish their position on remaining in the demonstration or transferring.
 - (b) Since free and open experimentation has been encouraged by the demonstration plan, any failure in a program will not be held against a certified employee for dismissal purposes except for any of the 14 reasons of cause outlined in the State Education Code and Stull Bill.
 - (c) Any procedures for evaluating public school teachers must also be applied to the certified employees in any non-public schools participating in the project.
- Certified employees evaluation shall take into consideration the involvement in an experimental program. The evaluation procedure shall be mutually accepted by the evaluator and the teacher.

- (e) Private organizations or individuals sponsoring or establishing schools shall provide opportunity for qualified Alum Rock certified employees to fill positions before hiring others.
- (f) Funds will be made available to compensate participating personnel for the additional time which they spend in planning for the demonstration.
- (g) Any grievances over teacher rights, working conditions, evaluation or dismissal shall be conducted through regular District and teacher organization channels. All certified staff in the six experimental schools shall have all rights of grievance procedure guaranteed under the Winton Act.
- (h) Any changes in the opening and closing dates of schools will be uniform and determined with community involvement. In-service days will be taken at the discretion of each school.

III.8.6 Classified Employees

Classified employees who participate in the demonstration shall be governed by the existing District policy for classified employees. All new positions created by the project will be classified according to the existing pay scale.

III.8.7 Planning

Classified employees will be paid at their regular rate for any additional time which they work because of planning and development of the program.

Parents participating in planning activities will be paid at the beginning classified rate, subject to prior agreement of the principal and the constraints of the in-service funds available.

III.9 New Schools

We explicitly agree to cooperate with groups trying to establish new schools. In the absence of legislation, however, these schools can participate only if the School Board contracts with them to provide services.

III.9.1 Rules Governing New Schools

New schools must be willing to abide by the rules governing all voucher schools. They must:

- (a) be open equally to all participating students,
- (b) make no charges to students beyond the voucher funds,
- (c) supply the same financial and program information as other voucher schools,
- (d) submit to the same evaluation procedures as other voucher schools,
- (e) participate in the same admissions and counselling procedures as other voucher schools.
- (f) abide by all state laws now governing the public school system.

III.9.2 Procedures for Starting New Schools

The establishment of new schools will require at least the following:

- (a) Demonstration of parental support - An interested group of educators will be required to demonstrate that the level of parental interest and commitment is sufficiently high to guarantee that enough voucher revenue will be generated through enrollment to support the program.
- (b) Burden of proof - If a new school can demonstrate sufficient parental commitment, upon recommendation of the EVAC the School Board will enter into a contract with the new group to permit its participation in the demonstration. If the School Board refuses to allow a new school to participate in spite of a demonstrable level of parental commitment, the burden of proof for justifying this decision will rest with the School Board. Unless there are substantial reasons to the contrary, a sufficient level of parental support will imply approval of the program by the School Board.
- (c) Staffing - In hiring staff, new schools will give priority to employees of the Alum Rock School System, if there are such employees who are qualified to teach in the new program. The affirmative action program of the District will be followed in hiring new staff.

III.9.3 Space

New schools may be housed in the following facilities:

- (a) Available space in the Alum Rock Public Schools (including non-participating schools),
- (b) portable classrooms set up for the purpose,
- (c) any other physical facility in close proximity to the demonstration area which complies with Field Act standards.

III.9.4 Start-up Funds

If community groups are interested in starting new schools, start-up grants will be available for planning, organizing, equipping, and, if necessary, leasing the school site. This start-up money will be provided as part of the OEO grant, and will be "voucherized," as explained in Section III.2 of this proposal. In the event that profit-making schools should participate, they will not be eligible for start-up grants.

III.10 Transportation

We have previously indicated that in order to guarantee all eligible children participating in the demonstration access to the school of their choice, additional bussing will be required. In addition, however, we believe that some additional transportation must be provided to parents to assure them of the means to attend meetings or conferences at schools which are more than one mile from their homes.

The incremental transportation costs will be paid for by OEO. Incremental transportation costs will occur if there is an increased number of children being bussed.

Extra busses to provide additional transportation services may create additional unscheduled bus availability during the day; participating schools may utilize this excess capacity, at their own cost, for field trips or other educational purposes.

III.11 Evaluation

III.11.1 National

We understand that OEO will engage an outside contractor to conduct an evaluation of the demonstration. OEO and its analysis and survey contractor will coordinate its efforts with the Alum Rock School District administration, and with

individual principals taking part in the demonstration. The School District and individual schools will provide access to personnel and records to supply basic program data. OEO will make the analyses of these data available to the school system with the proper safeguards to assure confidentiality to all participants. Some data gathering activities such as classroom observation and achievement testing are necessary to the full evaluation of this demonstration. OEO will coordinate these activities with the school district to assure minimal obtrusiveness consistent with the chain of useful information.

III.11.2 Local Evaluation

In addition to the OEO evaluation, however, we have a number of questions which we as a District want to be answered during the demonstration for the purposes of our own assessment of the project. The questions to be answered are:

- (a) To what extent will parents exercise choice if it is available to them?
- (b) What effects, if any, will the availability of choice have on the attitudes and achievement of children?
- (c) Will new programs emerge which are more effective than the present ones for some children?
- (d) Will parent involvement and contact with the schools increase as a consequence of the increased financial power that parents will have towards their children's schools?

III.11.3 Evaluation of Implementation of the Demonstration Project

Because the voucher concept is untried, and setting up a demonstration is complex, we believe that an evaluation of our implementation procedures would provide valuable information to other school systems which might be considering voucher mechanisms. In particular, we believe that the following aspects of the program would be worth evaluating:

- (a) in-service and planning
- (b) counselling
- (c) management
- (d) admissions procedures

- (e) material utilization
- (f) personnel
- (g) transportation
- (h) finance

III.11.4 Cost Evaluation

How will the costs of operating the voucher system (exclusive of special costs related to the experimental nature of the program) compare with the costs of operating the present system? The following variables should be included:

- (a) pupil achievement
- (b) pupil attitude
- (c) parent involvement
- (d) teacher satisfaction
- (e) parent satisfaction
- (f) attendance (pupil and staff)
- (g) vandalism
- (h) transfers - both incidence and reasons
- (i) effect on parent and pupil satisfaction of transfers
- (j) costs of programs and their effectiveness.

III.11.5 Selection of Local Evaluation and Methodology

The Superintendent in conjunction with the project manager must select the evaluation coordinator and plan the evaluation at an early date to provide adequate evaluation.

III.11.6 Final Evaluation

Finally, we must ask whether or not the voucher concept was a good idea. In particular, we must decide whether we want to continue with a voucher approach after the demonstration, and, if so, can we afford to do so? Clearly the evaluation information must permit us to make this crucial decision during the final year of the demonstration.

III.12 Accounting

To insure the success of the proposed transitional voucher model, two basic needs must be met: financial accounting and pupil accounting. The voucher concept permits movement of the students among the six schools, or within a school itself. Our present manpower cannot meet the complex

problems that will arise from the proposed program. Therefore, we recommend an amount of \$69,931 to meet anticipated costs of the project.

III.12.1 Financial

We will assume an obligation for reporting financial transactions among the six schools. This will require an expanded accounting system. The number of transactions and the need to report to the community, Board, staff and OEO will be an important part of the program. To accomplish this we will need additional manpower, equipment, supplies, and the use of additional computer time.

The full time accountant and secretary, furniture and equipment are required to achieve the goals mentioned. The equipment lease for bookkeeping purposes and additional computer time are preliminary estimates at this time.

The amounts displayed are based on a preliminary investigation made by District staff office with limited available information. It is suggested that we be allowed flexibility to amend these requests as additional needs arise.

III.12.2 Pupil

The District is currently using a hand accounting system for students. We are barely able to meet our present needs with this outdated system.

School And Program Preference Form

Please read the attached instructions before filling out this form. Please print.

Alum Rock Union School District

Child's last Name		First Name	Middle Initial	Grade child was in during May 1972	Name of school child attended during May 1972	PROGRAM NAME
1st Child	Name	Address				1st choice
	Name	Address				2nd choice
	Name	Address				3rd choice
2nd Child	Name	Address				1st choice
	Name	Address				2nd choice
	Name	Address				3rd choice
3rd Child	Name	Address				1st choice
	Name	Address				2nd choice
	Name	Address				3rd choice
4th Child	Name	Address				1st choice
	Name	Address				2nd choice
	Name	Address				3rd choice
5th Child	Name	Address				1st choice
	Name	Address				2nd choice
	Name	Address				3rd choice

IN THE SPACE BELOW, PLEASE PRINT THE NAME AND ADDRESS OF THE PERSON WE SHOULD NOTIFY WHEN SCHOOL AND PROGRAM ASSIGNMENTS HAVE BEEN MADE.

Please sign here

Please check one: ☐ Father ☐ Mother ☐ Guardian

Home telephone number

Work telephone number

Form

Alum Rock Union School District

Grade child was in during May 1972	Home or school child attended during May 1972	PROGRAM NAME	SCHOOL
		1st choice	
		2nd choice	
		3rd choice	
		1st choice	
		2nd choice	
		3rd choice	
		1st choice	
		2nd choice	
		3rd choice	
		1st choice	
		2nd choice	
		3rd choice	
		1st choice	
		2nd choice	
		3rd choice	

Please sign here _____

Please check one: ☐ Father

☐ Mother

☐ Guardian

☐ Other

Please specify _____

Home telephone number _____

Work telephone number _____

Parents 'Buy'

By Paul M. Levin

THE IMPLEMENTATION of this plan for schools in the Abuim Rock School District will inaugurate the first education voucher plan in the country.

Under a voucher system, each parent is given a certificate (or "voucher") which is equal to the annual cost of educating a child in that district for one year. In order to ensure that this money is spent for education, the voucher can be redeemed only by an eligible school.

Right to Choose

Parents have the right to choose the kind of educational program that they think will be most beneficial to their child by turning over their voucher to the school of their choice. Thus educational funds are allocated by parents rather than by educational administrators.

Schools which parents' support will have large budgets and will expand to meet the demand. Schools which parents shun will have small budgets and they will either become more responsive to the felt needs of the community or else gradually fade away.

The object of the voucher system is to extend to poor and middle income parents the right of educational choice that is currently available only to those who are wealthy enough to afford private schools.

Furthermore, it is hoped that this additional power of

The conference was very interesting and... of this year 1962 was supported by the local teachers' organizations (CTA and AEA), approved unanimously by the Abuim Rock School Board and accepted by O.E.O.

The plan which emerged from this process differed from the original O.E.O. voucher plan in two important respects:

1) No private or parochial school will be able to participate and...

2) The Abuim Rock School Board will retain (as required by State law) ultimate decision-making power over all aspects of the voucher program. A special advisory board of parents and teachers will be created, but this Educational Voucher Advisory Committee (E.V.A.C.) will be empowered only to make recommendations to the School Board.

On the other hand, the essential feature of vouchers — that educational dollars are allocated by parents rather than administrators — was still retained.

Options

Realizing that the exclusion of private schools might leave... with a very narrow... of choices in the public schools, Abuim Rock... more each participating voucher school to develop and offer to parents

to meet the annual cost of educating a child in that district for one year. In order to ensure that this money is spent for education, the voucher can be redeemed only by an eligible school.

Right to Choose

Parents have the right to choose the kind of educational program that they think will be most beneficial to their child by turning over their voucher to the school of their choice. These educational funds are allocated by parents rather than by educational administrators.

Schools which parents support will have large budgets and will expand to meet the demand. Schools which parents don't will have small budgets and they will either become more responsive to the felt needs of the community or else gradually fade away.

The aspect of the voucher system is to extend to poor and middle income parents the right of educational choice that is currently available only to those who are wealthy enough to afford private schools.

Furthermore, it is hoped that this additional power of choice will encourage parents to take a more active interest in the education of their children, and that programs will emerge in response to parent demand which will educate children more effectively.

For the past two years the Office of Economic Opportunity (O.E.O.) has been interested in supporting a voucher demonstration in which parents could choose to "spend" their vouchers at either public or private schools, but such a plan could not be legally implemented without special enabling legislation at the state level.

Implementation

Don O'Rourke, O.E.O. is agreed to explore the possibility of starting a voucher system which would serve the inner city areas in the Los Angeles County and San Gabriel California state area.

A two-day conference of 25 people including parents, teachers, and administrators was held during March to work out the details of such a system and write a proposal to O.E.O.

The plan which emerged from this process, differed from the original O.E.O. voucher plan in two important respects:

1) No private or parochial school will be able to participate and...

2) The Adam Rock School Board will retain (as required by State law) ultimate decision making power over all aspects of the voucher project. A school advisory board of parents and teachers will be created, but this Educational Voucher Advisory Committee (E.V.A.C.) will be empowered only to make recommendations to the school Board.

On the other hand, the essential feature of vouchers — that educational dollars are allocated by parents rather than administrators — was still retained.

Options

Realizing that the exclusion of private schools might leave parents with a very narrow range of choices in the public schools, Adam Rock will require each participating voucher school to develop and offer to parents a minimum of two alternative educational programs; thus each building ("school") will contain two or more mini-schools ("programs"), and the programs to be offered in a given building will be determined by the staff of that building in consultation with the parents in their community.

A staff that ignores the wishes of the parents in developing programs runs the risk of losing children to schools which are more responsive. It is interesting and exciting to note that the six schools participating in the voucher project next year have each developed at least three (and in some cases more) alternative programs.

All of these programs are committed to developing the necessary on-site staff which children must acquire in school, they differ only in their methods of working towards this goal. It is important to remember that the number of each program will be determined by the wishes of the children who choose that program. Popular programs will expand and the rooms that will be a

Their Child's Education



PARENTS WILL HAVE A CHOICE OF MANY DIFFERENT PROGRAMS

to be carried by independent programs.

On the issue that a group of parents is not satisfied with the present situation, in any of the schools they have three options:

1. They can approach a group of teachers in a voucher school and encourage them to develop the kind of a program that the parents want.

2. They can apply to the Voucher Authority Commission for a voucher to attend a community school or

3. They can contact a private school or independent

school for a direct placement, and as a parent, you must agree to send a child to that school without reservation.

Parents will have a choice of the above and if necessary, will also have the right to be heard.

In order to assure that all parents have a free choice they must be fully informed; therefore a representative committee of parents of all their children is to be set up. Information will be disseminated by a parent counseling team, by the staff of the schools, by parent-teacher conferences, and by

returned to be the same amount of time as a voucher school. An example of this is the voucher school in the city of New York. The voucher school is a public school that has been converted to a private school. The voucher school is a public school that has been converted to a private school. The voucher school is a public school that has been converted to a private school.

Costs

All extra costs will be paid by the district. These include transportation, tuition, and other expenses. The district will also pay for the cost of the voucher.

The district will also pay for the cost of the voucher.

WE WILL HAVE A CHOICE OF MANY DIFFERENT PROGRAMS

we have a choice of many different programs.

In the first place, we have a choice of many different programs. We have a choice of many different programs.

We have a choice of many different programs. We have a choice of many different programs.

We have a choice of many different programs. We have a choice of many different programs.

We have a choice of many different programs. We have a choice of many different programs.

Programs

We have a choice of many different programs. We have a choice of many different programs.

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We have a choice of many different programs. We have a choice of many different programs.

Center Services

We have a choice of many different programs. We have a choice of many different programs.

We have a choice of many different programs. We have a choice of many different programs.

Funds

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We have a choice of many different programs. We have a choice of many different programs.

We have a choice of many different programs. We have a choice of many different programs.

Integration

We have a choice of many different programs. We have a choice of many different programs.

We have a choice of many different programs. We have a choice of many different programs.

We have a choice of many different programs. We have a choice of many different programs.

We have a choice of many different programs. We have a choice of many different programs.

What is a Voucher?

¿Que es un Certificado?

*(certificado de fondos
para educar niños)*





Your child will be in the Education
Voucher Program next year.

Su niño estará en el programa
"certificado" de fondos para
educar niños el próximo año
escolar.



- SPELLING -
CALIFORNIA
Indian

educar niños el próximo año
escolar.

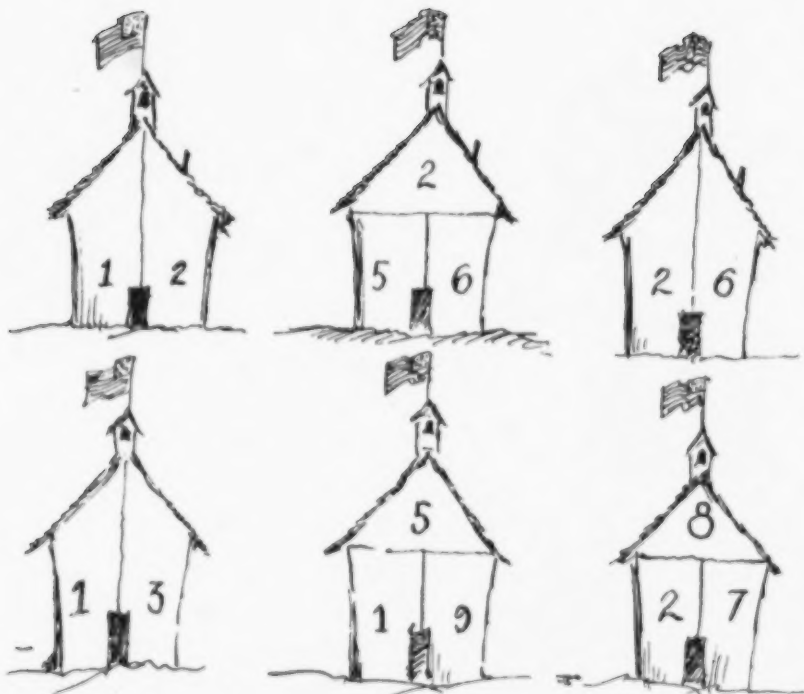


SPELLING
CALIFORNIA
Indian
Mexico
Bear



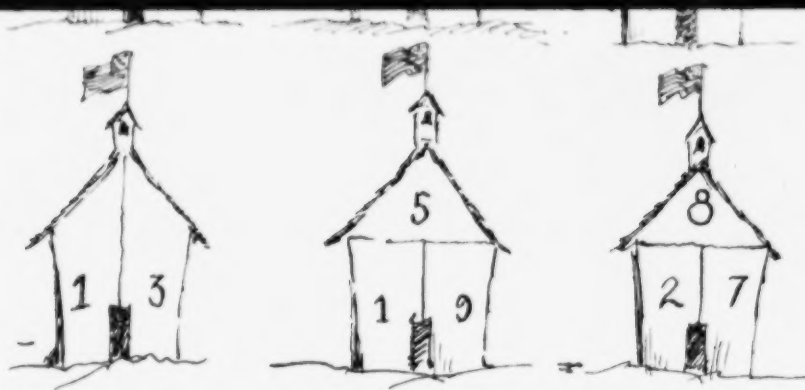
This means that you will have the right to choose what kind of education
he will receive.

Esto quiere decir que usted tendrá el derecho de escoger el tipo de educación
que él va a recibir.



Six schools will participate: Cassell, Goss, McCollam, Meyer, Miller and Pala. Each school will offer two or more different kinds of educational programs for you to choose from. You may choose any program in any of the six schools for your child.

Seis escuelas van a participar: Cassell, Goss, McCollam, Meyer, Miller y Pala. Se ofrecerán dos o mas diferentes programas en cada escuela. Usted puede escoger cualquier programa en cualquiera de las seis escuelas para su niño.



Six schools will participate: Cassell, Goss, McCollam, Meyer, Miller and Pala. Each school will offer two or more different kinds of educational programs for you to choose from. You may choose any program in any of the six schools for your child.

Seis escuelas van a participar: Cassell, Goss, McCollam, Meyer, Miller y Pala. Se ofreceran dos o mas diferentes programas en cada escuela. Usted puede escoger cualquier programa en cualquiera de las seis escuelas para su niño.



Some of these programs will be traditional; some of them will be new and different. All of them will be trying to help your child to learn the basic skills that he will need in his life. They will be different from each other in the methods which they use to reach this goal.

Algunos de estos programas serán tradicionales; otros serán nuevos y diferentes. Todos trataran de ayudarle a su niño a aprender los fundamentos que necesitará en su vida. Se diferencian en los metodos que se usan para lograr este fin.





How will you know which program to choose for your child?

¿Cómo va a escoger el programa para su niño?

We will have meetings at each school to explain what is offered in all the schools.

Vamos a juntarnos en cada escuela para explicarle los programas que se ofrecerán en todas las escuelas.





We will have
meetings at each
school to explain
what is offered
in all the schools.

Vamos a juntarnos
en cada escuela
para explicarle
los programas que
se ofrecerán en
todas las escuelas.



We will have counsellors
who will meet with you
either in your home or
at their office, or by
phone, whichever you
prefer.

Habrán consejeros que
estaran para servirle
en su casa, en su oficina,
o por telefono.



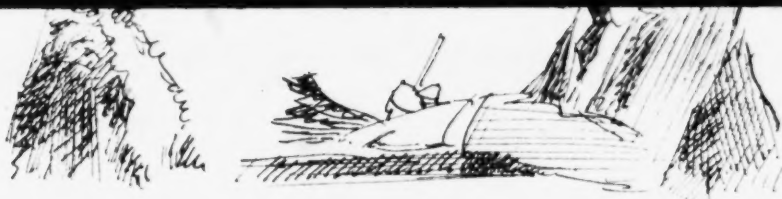
If you want the advice of professional educators who know your child, teachers, principals, and school counsellors will be available for conferences at school to help you to decide what is best for your child.

Si usted quiere consejo de un educador profesional que conoce a su niño, los profesores, los directores, y los consejeros de la escuela estarán a sus ordenes en la escuela para ayudarle decidir lo mejor para su niño.



You will receive an information booklet which describes in some detail each of the programs in each of the schools.

Usted va a recibir un folleto que describe cada parte que compone los programas en todas las escuelas.

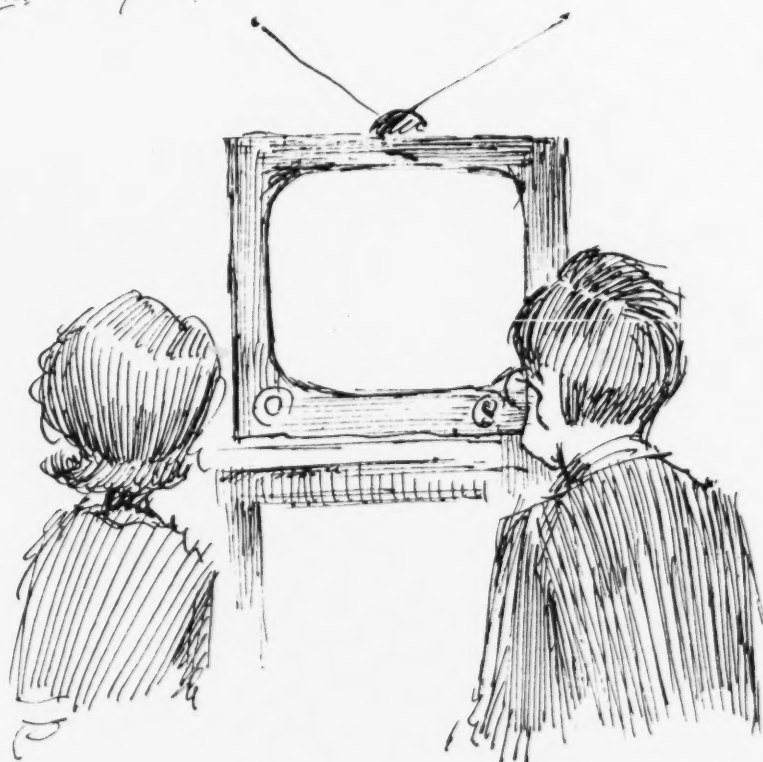


Si usted quiere consejo de un educador profesional que conoce a su niño, los profesores, los directores, y los consejeros de la escuela estarán a sus órdenes en la escuela para ayudarle decidir lo mejor para su niño.



You will receive an information booklet which describes in some detail each of the programs in each of the schools.

Usted va a recibir un folleto que describe cada parte que compone los programas en todas las escuelas.



We will try to have the T.V., radio, and newspapers cooperate in presenting this information to you.

Trataremos de tener la cooperación de la televisión, el radio, y los periódicos para publicar esta información.



When you have decided what programs are best for your child and what buildings they are offered in, you are ready to fill in your application form.

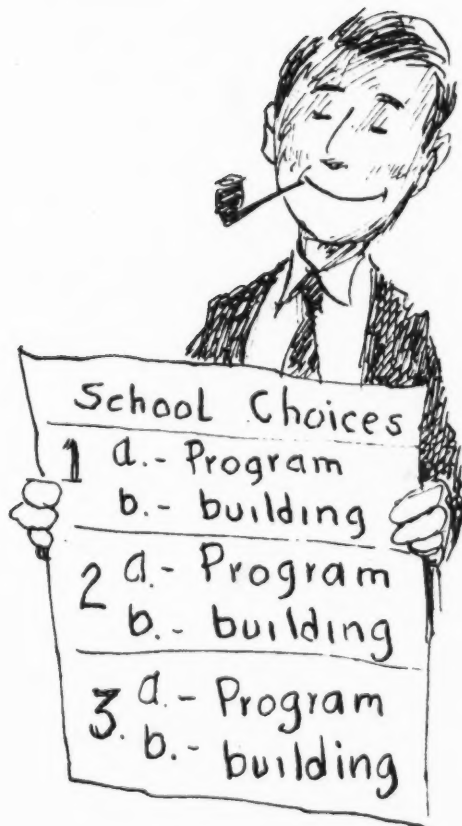
Después de decidir el mejor programa para su niño y las escuelas en que se ofrece, estará usted listo para llenar la aplicación.





to fill in your application form.

Después de decidir el mejor programa para su niño y las escuelas en que se ofrece, estará usted listo para llenar la aplicación.

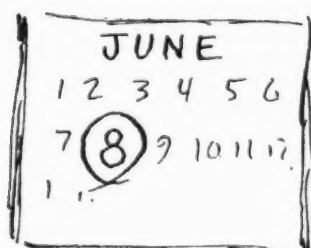


The application form has room for three choices. Each choice must include two items:

- a) the name of the program and,
- b) the name of the school.

Hay tres secciones en la aplicación. Cada sección incluye dos partes:

- a) el nombre del programa y,
- b) el nombre de la escuela.



Place your choices in the attached envelope and mail it
before June 8th!!!

Por favor, envíe la aplicación en el sobre antes del
8 de junio.



Place your choices in the attached envelope and mail it
before June 8th!!!

Por favor, envíe la aplicación en el sobre antes del
8 de junio.



We will try to place every child
in his first choice school and
program.

Nos esforzaremos en colocar cada
nino en el programa y la escuela
de su primera preferencia.



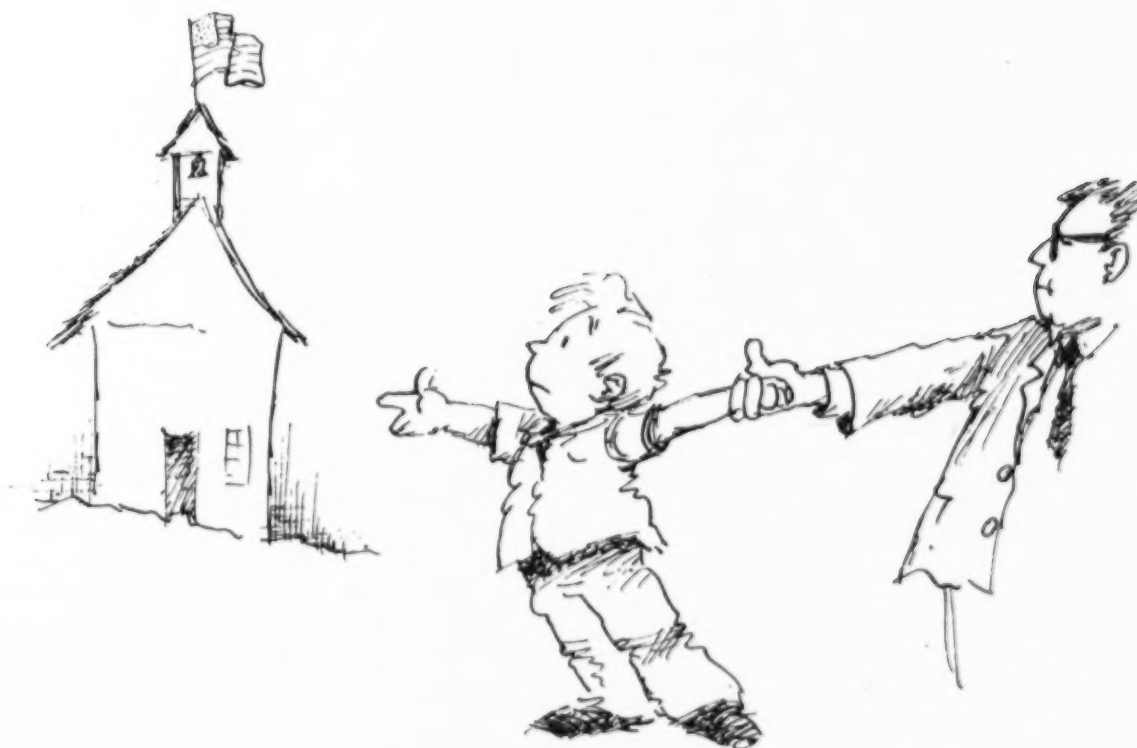
But what will happen if everyone
wants to go to the same school
and program? Then we couldn't
give everyone their first choice.

¿Qué va a pasar si todo el mundo
quiere ir a la misma escuela?
No pudieramos dar a todo el mundo
su primera preferencia.





¿Qué va a pasar si todo el mundo
quiere ir a la misma escuela?
No pudieramos dar a todo el mundo
su primera preferencia.



Some parents who like their present school are afraid that their
child might be forced to transfer if too many new children apply
to their school. THIS CANNOT HAPPEN!!!

Algunos padres que están satisfechos con la escuela tienen miedo
de que sus niños tengan que cambiar de escuela si demasiados niños
aplicar a la misma escuela. ¡ESTO NO PUEDE PASAR!



Any child who is presently enrolled in one of the voucher schools will be GUARANTEED the right to stay in his present school IF HE OR SHE WANTS TO STAY THERE.

Cada niño que está matriculado en una de las escuelas de "certificado" tendrá garantizado el derecho de quedarse en su escuela si lo prefiera así.



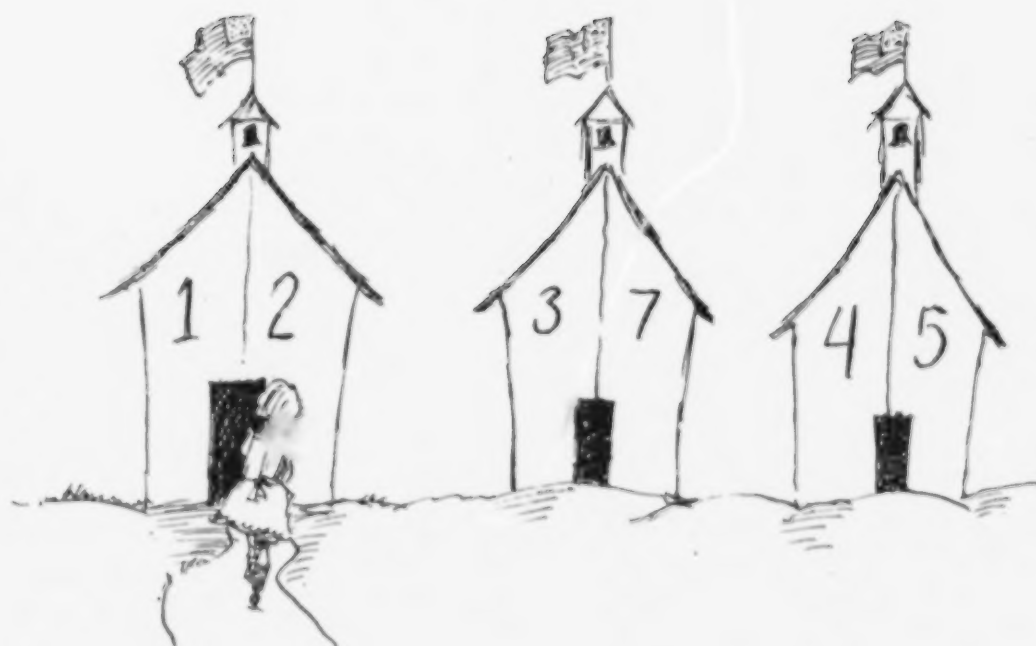


Cada niño que está matriculado en una de las escuelas de "certificado" tendrá garantizado el derecho de quedarse en su escuela si lo prefiera así.



Younger brothers and sisters who are coming to school for the first time will also be guaranteed a place in the same school if they want it. These children will then be guaranteed a place in the program of their choice, as long as that program is offered in their building.

Los hermanos menores que vienen a la escuela por la primera vez también tendrán el derecho garantizado de ir a la misma escuela. Estos niños tendrán garantizado un lugar en el programa de su preferencia, mientras que esté ofrecido en su escuela.



After these children have been placed, we will try to give the remaining children their first choice of building and program.

Después de colocar a estos niños, trataremos de darles a los demás niños su primera preferencia de escuela y programa.



If that is not possible, we will try to give you your second choice.

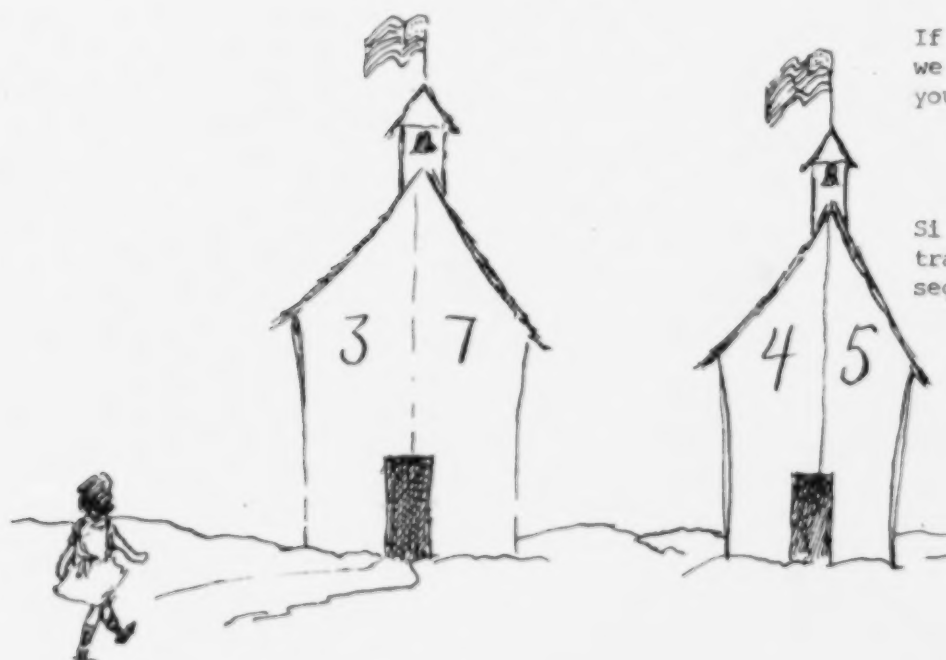


Si esto no es posible, trataremos de darle su segunda preferencia.



After these children have been placed, we will try to give the remaining children their first choice of building and program.

Después de colocar a estos niños, trataremos de darles a los demás niños su primera preferencia de escuela y programa.



If that is not possible, we will try to give you your second choice.

Si esto no es posible, trataremos de darle su segunda preferencia.

And if that, too, is already filled, we will try for your third choice.

Si ésta también está ocupada, trataremos de darle su tercera preferencia.





These selections will be made by a fair "drawing" so that no one will be able to use any influence to get his child into a school more easily than anyone else.

Las selecciones se harán de un modo de que ninguno de los padres pueda usar la influencia para que su hijo entre facilmente en una escuela.





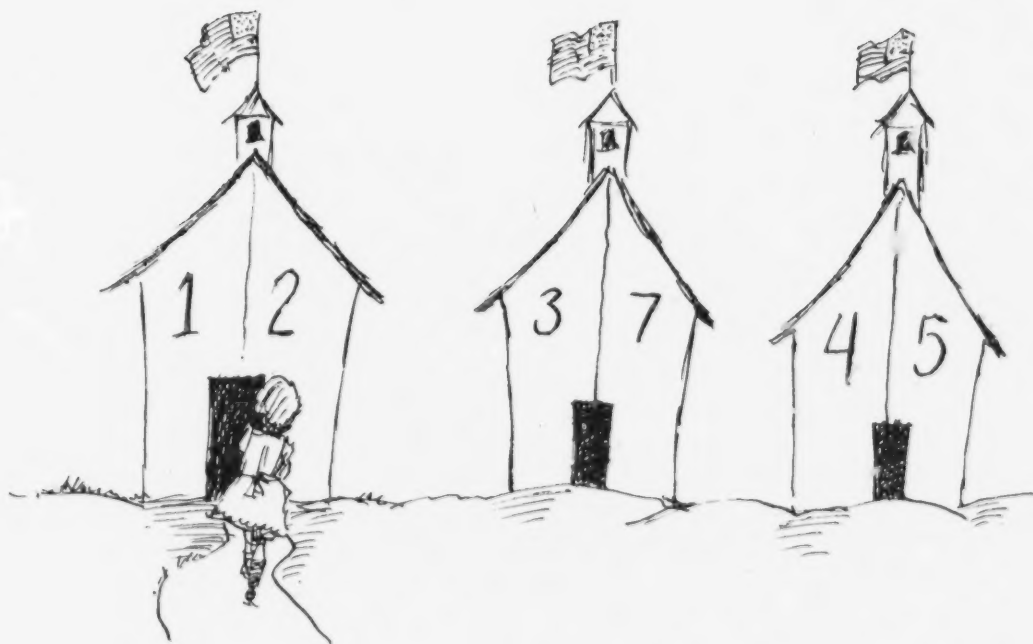
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Las selecciones se harán de un modo de que ninguno de los padres pueda usar la influencia para que su hijo entre facilmente en una escuela.



If one building becomes very popular, we will not be able to please everyone who wants to go there. WE CANNOT PROMISE EVERYONE A GUARANTEED PLACE IN THE BUILDING HE WANTS TO ATTEND.

Si una escuela es muy popular, no podremos satisfacer a todos que quieren ir. NO PODEMOS PROMETER A TODOS UN LUGAR GARANTIZADO EN LA ESCUELA DE SU PREFERENCIA.



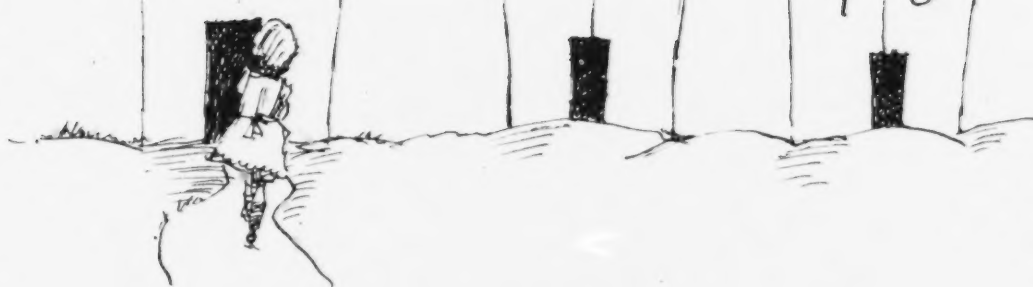
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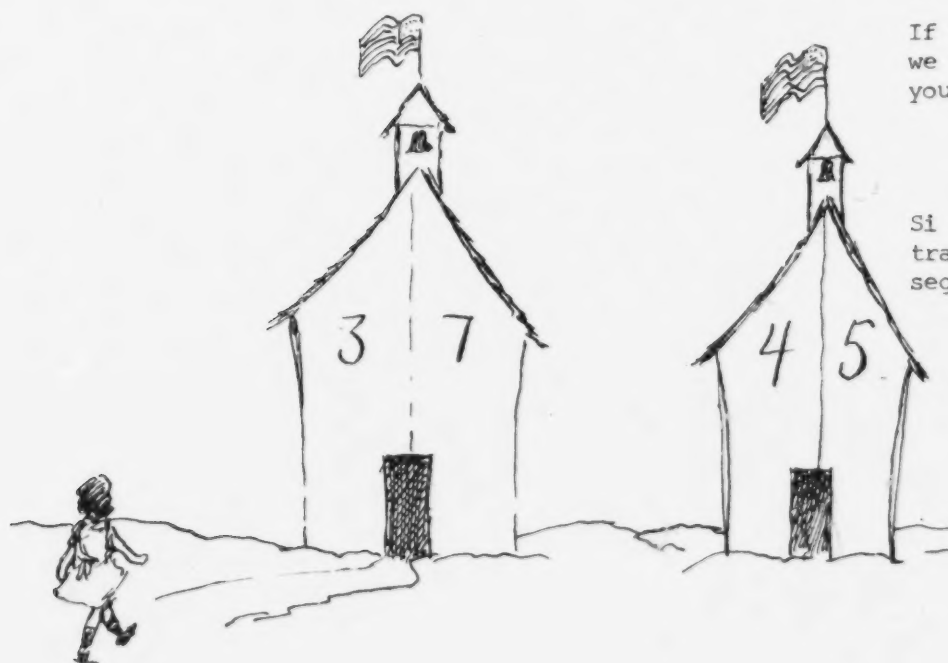
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After these children have been placed, we will try to give the remaining children their first choice of building and program.

Después de colocar a estos niños, trataremos de darles a los demás niños su primera preferencia de escuela y programa.



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Si esto no es posible, trataremos de darle su segunda preferencia.

And if that, too, is already filled, we will try for your third choice.

Si ésta también está ocupada, trataremos de darle su tercera preferencia.





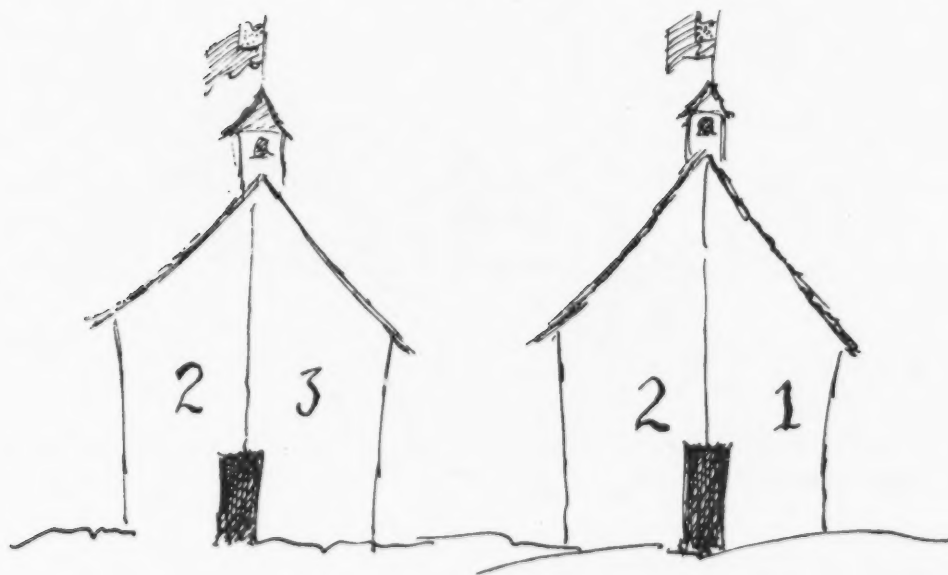
On the other hand, WE GUARANTEE TO EVERY CHILD A PLACE IN HIS FIRST CHOICE PROGRAM. If there is no more room in the program you want, we will expand it until everyone who wants to attend can be included. If necessary, we will expand a popular program into other buildings so that everyone can have his first choice.

GARANTIZAMOS A CADA NIÑO UN LUGAR EN EL PROGRAMA DE SU PRIMERA PREFERENCIA. Si está ocupado el programa que prefiere, lo extenderemos hasta que todos puedan estar incluidos. Si es necesario, extenderemos un programa popular en otras escuelas para que todos tengan su primera preferencia.



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After we receive your selections on June 9th, we will match your choices to the available spaces. Before June 20th you will receive a letter telling you the building and program which your child will attend starting



After we receive your selections on June 9th, we will match your choices to the available spaces. Before June 20th you will receive a letter telling you the building and program which your child will attend starting in September, 1972.

Después de recibir sus selecciones el 9 de junio, decidiremos dónde será colocado su niño. Usted recibirá una carta indicándole la escuela y el programa de su niño para el año escolar de 1972.



If your child's school is too far to reach by walking, we will provide free transportation.

Si la escuela de su niño queda demasiado lejos para ir caminando, le ofreceremos la transportación gratis.



Each school will have some form of parent Advisory Board. This Board will help the principal and his staff to keep in touch with your feelings about your child's program. If you have a problem about school, you can approach your Parent Advisory Board; they will help you to bring it to the attention of the principal and his staff.

Cada escuela va a tener un Comité Consejero de padres. Este Comité le ayudarán al director y a su personal a conocer los sentimientos acerca del programa de su niño. Si usted tiene algún problema sobre la escuela, puede hablar con el Comité Consejero de Padres; le ayudarán a notificar al director y al personal.





Furthermore, each school will select two representatives (either two parents or a parent and a staff member) to the Education Voucher Advisory Council (EVAC). EVAC will consider all issues relating to the voucher project and make policy recommendations to the School Board. EVAC will also:

- 1) check to make sure that the information you receive about each program is accurate,
- 2) supervise the school and program assignment procedure to make sure that it is fair,
- 3) supervise the operation of the voucher administration,
- 4) establish student transfer and complaint procedures,
- 5) provide a special communications link between the parents and schools in the voucher project and the School Board.

De cada escuela se van a escoger dos representantes (sea dos padres o un padre y un profesor) para servir en el Concilio Consejero y Comprobante (EVAC - Education Voucher Advisory Council). Este Concilio, EVAC, va a considerar todas las sugerencias que tienen que ver con el proyecto de "certificado" y va a hacer recomendaciones a la Mesa Directiva. Los propósitos de EVAC son:

- 1) Asegurar que la información que usted recibirá de cada programa es correcta.
- 2) Dirigir la designación de sus niños a la escuela y al programa para estar seguro de que sea justo.
- 3) Dirigir la administración del proyecto de "certificado."
- 4) Establecer transferencias y los procedimientos de quejas.
- 5) Proveer una comunicación especial entre los padres y las escuelas en el proyecto de "certificado" y la Mesa Directiva.



If you have any further questions about the voucher project or the programs offered by the schools, call the Alum Rock School District, 258-4923, and ask the operator for "Voucher Information." We will have bilingual counsellors available during the day to answer your questions.

Si usted tiene preguntas del proyecto de "certificado" o los programas que se ofrecerán en las escuelas, por favor, llame Alum Rock Distrito Escolar, 258-4923, y preguntale a la operadora por la información de "certificado." Vamos a tener consejeros bilingües durante el día que estarán para servirle.